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NOTE—Readers are reminded that the relative order of articles in the *Journal*, does not necessarily carry implications as to the comparative merits of contributions. The *Journal* is equally grateful to all its contributors past, present, and potential, for their co-operation

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Shortage (v. 26, no. 4)

The Place of Modern Languages in Professional and Vocational Training

SIDNEY L. MCGEE

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(Author's summary.—The ascendancy of the doctrine of utilitarian education is deplorable because such education is not doing its duty to true democracy. The study of the languages and other humanities develops the basic qualities needed not only for good citizenship but also for the effective practice of the technical professions and teaching.)

THE immediate implications of the title of this paper: "The Place of Modern Languages in Professional and Vocational Training," are limited. A simple tabulation of the advantages of language study to engineers, chemists or teachers would suffice to cover the subject. This, however, would be neither new nor interesting, and it would certainly offer us no arms with which to fight the Battle of the Languages in which we are now engaged. No meeting of this sort, it seems, is complete without some sort of pep-talk, some attack upon the Philistines, without some sort of rally in which we renew our faith in ourselves and our profession so as to be able to go back to our positions of relative isolation a little less discouraged than when we came. To that purpose, therefore, I dedicate this paper.

The problem of the place of languages in technical and professional schools is only a small segment of the larger question of the place in our school system of subjects devoted wholly or in part to the intellectual and cultural development of the student. And this question exists only because of the present ascendancy of the doctrine of utilitarian education.

It is a commonplace of educational history that until recently our schools have been aristocratic rather than democratic in philosophy. Copied on the English model they aimed at the production of leaders, or, if we prefer to be a little more realistic, they were designed to occupy the sons of our better families during their adolescence and young manhood.

Then the tide changed toward a more democratic philosophy and now it is the proud boast of some of our educational leaders that America stands supreme among the nations of the world in providing free schooling for even the lowest levels of society. That is mass production, with all its attendant evils, but it sounds very fine and democratic until some cynic reminds us that the prime accomplishment of such an effort has been to lift up the masses from complete illiteracy to the point where they can read the comic strips in the daily papers.

Our public schools, as we all know, are no longer educational institutions in the original sense of the word, but mere training schools, often for the lesser trades. The very meaning of the word education is undergoing a change, and to many it already stands as the very symbol of shallowness,

triviality, mediocrity and confusion. The word, especially when capitalized, and the things for which it stands, occupy somewhat the same position in their field as the word democracy in the field of government. Both have glaring weaknesses which they share in common, and both are under attack. Democracy is weak because the idealism has gone out of it, because it has no definite sense of direction, because it no longer appeals to the higher aspirations of man, because it asks no sacrifices of him but offers, rather, only the promise of easy living, beautifully upholstered automobiles, gorgeously tinted moving picture palaces, and chewing gum as a painless method of keeping the teeth in good health and winning a husband. Education, as practiced today, likewise has no definite sense of direction, it makes no appeal to high aspirations, and it certainly asks no sacrifices in the way of hard work on the part of students. It has become as soft as chewing gum and sets itself up as a painless method of keeping both the mind and body in good health. If democracy is weak today; who can say it is not because our educational system is weak? If the child is father to the man, our schools are father to our society.

We profess to be educating for democracy without first settling upon the meaning of democracy, without first determining which qualities of democracy are worth preserving and which should be discarded. Is it any wonder that there is confusion both in our schools and in our democracy? Certainly easy living is a pleasant ideal to contemplate. But easy living makes for softness, complacency and flat feet. It reduces both physical and mental energy, it makes us unfit for military service and renders us incapable of critical analysis. And our easy education, while admittedly putting some sort of schooling within the reach of even the most lowly, makes for intellectual flat feet. The old style classical education with its years of Latin, its heavy burden of mathematics and its McGuffey readers at least paid tribute to hard work, and it helped to develop in the students the very qualities which are indispensable in a democratic society, namely industry and intelligence. Today we talk glibly about democracy in our schools, but do less than ever to develop the qualities upon which it is founded.

I should like to call your attention to some striking anomalies in the relationship between our present day schools and our contemporary society. At the very moment when schools begin openly to promise to fit students for jobs, graduates from schools find it increasingly difficult to find jobs. In the decade when college enrollment figures go up with disconcerting rapidity, secondary school leaders decide that too much attention is paid in high schools to college preparatory subjects and not enough to manual training. The generation which saw school leaders promise us that the study of civics and government would make better citizens, also saw us pass the 18th amendment to our Constitution and thereafter become the world's most lawless nation. Home economics has become, not a simple subject of study

but almost a whole educational system in itself, and coincidental with this development the home almost passes out of existence as a social force. The age which sees our school men promise us that schools can educate for democracy, sees democracy begin to lose favor in increasingly large sectors of the population, in the very sectors, often, which are the supposed beneficiaries of our system of free and compulsory education. At a time when bitter experience is demonstrating that democracy can survive only if the electorate is intelligent, our schools enforce a reduction of the intellectual content of the curriculum. In short, at the very moment when the world's most urgent need is high idealism our schools become the citadels of gross materialism and thus consecrate their best efforts to developing our most harmful characteristic.

This list of anomalies might be continued indefinitely, but I have given you enough to demonstrate the fact that our so-called utilitarian schools are not so practical as they would have us believe, that they are not only failing to live up to their promises but are often producing exactly the opposite results. Yet the advocates of this doctrine are attacking languages because they do not meet their false standards of utility, and thus we witness the strange phenomenon of languages being driven from the schools at the very moment when their use is daily becoming more common.

In the past, we, the advocates of the liberal arts, dominated the schools. Our weakness was apparent to everybody but ourselves, and we let the impulsion for reform come from without. That put us on the defensive, and we have been on the defensive ever since. Like the French of 1939, we were content to live behind a Maginot Line of intellectual superiority. Like the France of 1940 we have been outflanked and outmanoeuvred by an enemy that discounts the intellect. But unlike the France of today we are not defeated; the means of launching an offensive are still ours. If we leave our ivory towers there is still time to win. The enemy is pitifully weak, vulnerable and confused. Like a candidate for political office he promises everything to everybody and rarely gives anything to anybody. He has told us the schools will save the home and democracy, that they will prepare the youngsters to fill better jobs better, that they will make the nation healthy, and wealthy, if not wise. Let us insist that this would be a propitious time for at least a token payment to be made on these promissory notes. Let us attack our enemy where he is weakest.

You will agree with me, I am sure, that the preparation of teachers is possibly the most important single function of higher education and that it is of the utmost importance that they be well prepared. You will also agree, no doubt, that under present conditions teachers are probably less well prepared for their jobs than any other category of college graduates. The trouble, I believe, lies in the discard of the old belief that teachers are born, not made. We are thinking too much of training teachers in techniques and not

enough of developing the natural qualities which make for effective teaching.

These natural qualities, which we possess or do not possess inherently, might be briefly and, of course, incompletely, described as the ability to think and to express thoughts clearly, common sense, patience, and the like. These qualities, if possessed naturally, are susceptible to development. The best possible training for prospective teachers would therefore be the type of schooling capable of developing and enhancing these natural attributes. The study of foreign languages offers one of the most effective fields for just this sort of training.

As a mental discipline, languages properly taught train the student in memory, judgment, accuracy, perception, comprehension, patience, clear thinking and accurate expression. I do not need labor this point before a group of modern language teachers. I only wish to emphasize the fact that, as a stimulus to the development of the fundamental qualities of good teaching, no study is superior to the foreign languages. Yet our practical educators, instead of requiring students to study in such a manner as to develop the desired qualities, satisfy themselves with offering courses in which they merely talk about them. They, the chief enemies of the foreign languages, are the very ones who need, not perhaps the foreign languages themselves, but the qualities which the study of languages can stimulate and develop. But because little Mary is not going to teach language, and because little Johnny will earn his living with a saw or a shovel, they are deprived of the sort of training which would help them not only to become more effective teachers but more intelligent members of a democratic society.

Of course we can claim, if we like, certain tangible and immediately realizable values of foreign language study, but I hold that in the main our contribution is intangible and indirect, but nonetheless real. Our task, if we are to survive, is to convert the Philistines to a doctrine of ultimate values as opposed to their doctrine of immediate and tangible return. We must make them see with us that values in education are not limited to achievements measurable on the scales or by the yardstick, or by their equivalents in dollars and cents, but that, like religion, education is an experience of deep spiritual significance. Remove the spiritual element from religion and you have meaningless ritual. Remove the spiritual content of education and you have manual training. Technical schools which ignore the humanities turn out not even craftsmen but unimaginative journeymen. Nature, however, sees to it that society is not lacking in journeymen. It is the function of our technical schools to turn out superior products, engineers, chemists, physicists, who are imaginative, creative, who are not provincial but who have a world consciousness. The study of languages and literature, both foreign and domestic, will help to keep alive the spiritual qualities which our present day educational *führers* seem bent upon liquidating.

If we can show, then, that foreign languages have a place *even* in our technical and professional schools, *even* in our teachers' colleges, they will need no defense in our educational system as a whole. This is what I am endeavoring to show.

Now, on the utilitarian plane, it would not be difficult to tabulate the various practical uses to which a technician, a business man, a stenographer or a graduate student might put a knowledge of a foreign language. But I am opposed to over-emphasis of monetary values. I believe that to trick a student in commerce or in stenography or in engineering to study Spanish because there are business houses which have dealings with Latin America, because correspondence is sometimes conducted in Spanish, or because our oil companies have wells in Mexico, is not only to raise false hopes in his unsophisticated breast but also to profane, by making utilitarian claims, the high and real purpose of our profession. The claim that students of chemistry need German is more justifiable, of course, because it is less mercenary. But even so, when we put the emphasis upon the immediate cash value we are defiling our profession and at the same time admitting the validity of the materialistic arguments of those who oppose us.

If we are not convinced ourselves, and if we cannot drive home the point that languages have an intrinsic value of their own which no other subject can supply, that they have a civilizing influence of far more ultimate worth than all the bread-and-butter subjects put together, then we had better resign ourselves to extinction.

Let Us Stop Putting the Cart Before the Horse

EMILIO GOGGIO

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(*Author's summary.*—Before beginning a foreign language, the student should know something about the advantages to be derived from it. Teachers should create the proper atmosphere. A knowledge, not merely of the language, but of the civilization of the countries concerned, is of importance and will be of value in the new order of things after the present world conflict.)

IT IS a well known fact that while students in the sciences and in certain art courses are more or less acquainted with the advantages that may be derived from such studies, the majority of those who take modern languages are completely in the dark and are not even interested in finding out. For them it is merely a way of accumulating a number of credits that are required in order to obtain a high school diploma or a university degree. Whether the language they take be one or another makes no difference to them; in truth, if a course in Siamese or Hindustani were offered and were easier to learn, I have no doubt that many of them would turn to it instead.

For this state of affairs the modern language teacher is not entirely without blame. Our method of teaching has given the student the idea that all there is to a modern language course is to memorize some grammatical rules and translate a few text books. He has never been made to realize that grammar and translation are by no means an end in themselves, but simply a means by which he may have access to the historical, literary and artistic treasures of another country, and that these, in turn, will improve his mind and will help him to contribute more efficiently and in a larger measure to the development of human progress. The trouble is that, generally speaking, we modern language teachers have lost sight of our ultimate goal and have been putting the cart before the horse. It seems to me that before proceeding with the study of a foreign language the student should be taught something about the culture and civilization of the country in which that language is spoken. This can be done by devoting the first part of a High School term to a series of lectures on those subjects by the teachers in charge of the respective language courses. The latter should have no great difficulty in carrying on this phase of their work, especially if their preparation in the University has been of the type suggested below. By such lectures the student will be given an incentive for his future language work and will be in a better position to appreciate its value in connection with the profession he intends to follow. Even if after this previous preparation, he should never undertake the study of the language at all, his time will not have been wasted, for the information which he has been able to gather will be of much value to him throughout life. In case he does decide to go on with it, no effort should be spared to facilitate the attainment of his main objective.

We all understand how seriously handicapped we are in our work. The great distance which lies between us and Europe is, of course, one of our chief obstacles. The students have little or no opportunity of hearing or speaking the foreign language they are studying; most of them have never seen and perhaps will never see France, Italy, Spain or Germany; they are totally unfamiliar with the every day life of the people of those countries, and have no occasion to come into direct contact with their magnificent achievements in the field of painting, sculpture, architecture, engineering, etc. Yet, in spite of all these drawbacks, our labor will not fail to produce good results, if we succeed in creating the proper atmosphere for the subjects that we are teaching.

I would suggest, therefore, that separate class rooms be used for the teaching of each modern language and that they be provided with maps and views of France, Italy, Spain or Germany, as the case may be. These should be replaced from time to time by pictures of the leading authors, artists, scientists and statesmen, and by reproductions of masterpieces of art. The students themselves should be put in charge of these exhibits and brief talks on the subjects should be prepared by them under their teacher's guidance, and discussed by the class. The same room, if large enough, may also serve for club meetings, lectures, plays, concerts and games, all of which should, of course, be related to the particular foreign language taught.

This practice, I believe, should be continued in Beginners' classes at the University. Here, however, modern language courses should be very much amplified. Instead of limiting them to language and literature, they should be made to include lectures on science, history, economics, philosophy, sociology and the fine arts. In other words we should no longer have departments of French, Spanish, Italian or German, but departments of French Civilization, Spanish Civilization, etc.

Let no one think for a moment that the study of modern languages is losing in importance. On the contrary, there has never been a greater need of it than at the present time. From the terrible conflict in which the world is now engaged, it is expected that a new order will arise in which every individual, regardless of race or creed, will be able to live in peace, develop his mental faculties without restraint, enjoy freedom of thought and freedom of worship, and share equally with his fellowmen the many gifts that God has bestowed upon humankind. The world, as conceived by our great leaders, will consist of a family of nations who will be on friendly terms with one another, and each of them will be ready to contribute its share to the material prosperity and to the intellectual and spiritual advancement of all concerned. For such a world we must prepare now. For the successful attainment of our aim the study of modern languages is most vital. It will help promote better trade relations between the various countries; it will enable us to understand the mentality, and psychology, the habits and

manners of other peoples which in many respects are so different from our own; this in turn will make for the elimination of racial prejudices, the creation of a spirit of friendliness, of good will, and of a sympathetic understanding between every member of the family of nations, which are the fundamental basis of the new order of things, and upon which much of its success will depend.

Let every modern language teacher, therefore, take due notice of this fact and let his teaching be of such a nature that it will not only arouse and hold the interest of the student in his subject, but will also pave the way for a better world to come.

Nature Displayed

WILLIAM MARION MILLER
Miami University, Oxford, Ohio

(*Author's summary.*—This article describes a text for instruction in French that was widely used in this country over a century ago. The methods by which the language was presented offer interesting comparisons and contrasts to those in use today.)

ONE day while glancing over the books relating to languages and linguistics on the shelves of the Miami University Library my eyes fell on two stoutish old volumes both bearing the title *Nature Displayed*. I immediately thought that perhaps some error had been made in shelving, but examination showed that I was looking at a French grammar in two volumes, published in Philadelphia in 1810 and already in its third edition at that time—"highly improved and much enlarged." The author was N. G. Dufief, but his professional connection was not stated. He was, I discovered later, a private teacher of languages in Philadelphia.¹

The full title of his work is "*Nature Displayed In Her Mode Of Teaching Language to Man: or, A New And Infallible Method of Acquiring a Language, In The Shortest Time Possible, Deduced From The Analysis Of The Human Mind, And Consequently Suited To Every Capacity. Adapted To The French.*" The "infallible method" and "suited to every capacity" clauses exercised an immediate appeal on me; perhaps here was the ideal text, one that would eliminate mortality from French classes, buried and forgotten in this day of streamlined texts, word counts, and syntax check lists.

I carried the volumes home with me to read and study at leisure. If I did not rediscover a long lost "infallible method" of acquiring a language, I would at least see how this text, an 1810 "streamlined model" presented the material we endeavor to impart to college freshmen of 1941.

One fact must be clearly born in mind at the outset—French had not yet become a well-established subject in colleges at the time of publication of this book. It was a gentleman's accomplishment and the bulk of instruction in it was given by the private tutor to the individual student or in private class. The emphasis was on oral use and the method used was based on this premise, although the "reading aim" was not neglected.

The two volumes contain one thousand fifty-two pages, exclusive of the long introduction and copious indices; two hundred fifty-three of the closely

¹ For an account of Dufief's life see Edith Philips, *Louis Hue Girardin and Nicholas Gouin Dufief And Their Relations With Thomas Jefferson*. The Johns Hopkins Studies in Romance Literatures and Languages, extra volume no. III. Baltimore, 1926. Dufief's book went through at least eight editions, and possibly more, from 1804 to 1834. The Union Catalogue of the Library of Congress lists copies of various editions in eleven libraries in the United States. Dufief also published a dictionary.

printed pages of text are devoted to reading passages—and doughty ones they are for a beginning text—selections from Chateaubriand, Voltaire, Racine, Molière, La Bruyère, Bossuet and others. There are many “scènes tragiques” which might be performed occasionally as they “would have the effect of banishing that timidity in speaking, which so much checks the progress of Americans and others, of either sex.” Voltaire, *La Mort de César* is given *in toto*, “which, since it contains no female part, might be performed by French students, after they had made sufficient progress in the language.” The reading selections also comprise a great number of model letters of all sorts, cards, rules for letter writing, bills, et cetera. But when we consider how much of the literary material in our present text has been written since 1810 we must admit that Dufief’s choice of selections is by no means bad.

But what is the “infallible method” and how is Nature displayed by the pedagogical principles outlined in the book? In order to answer this question we must first peruse the lengthy introduction—thirty-seven pages of small type with footnotes in still smaller type on every page; one page (xxi) has two lines of text and the rest is occupied by a footnote carried over from the preceding page, of which it occupies the half. After a dedication to the sacred manes of Locke, Condillac, and Sicard, another to the author’s mother, and a preface to the third edition, we find the quotation from Pope “Take Nature’s Path, and mad Opinion’s leave,” and then we plunge into the introduction proper. The author (and they have not changed since 1810) laments the lack of good texts for instructional purposes and proceeds to tell how his book will solve the problem and we may infer, usurp the field then unworthily occupied by inferior French texts, some of which are mentioned by name. His method, stated in its simplest terms, is to provide a vocabulary, presented orally by the master, of the words most useful for one’s needs as they arise from the nature of our being and our relations with people—in other words, nature and its demands will provide the vocabulary. There are three vocabularies, as follows:

Vocabulary I

I. Nouns

Section I. Relative to the Food and Clothing of Man—food, fish, vegetables, drinks, meals, clothing, time, et cetera—fifteen lists in all.

Section II. Relative to the Town—houses, schools, churches, arts, mechanics, et cetera—nine lists in all.

Section III. No title but relative to Nature—traveling, fruits, trees, insects, et cetera—six lists in all.

Section IV. Relative to the Universe—celestial bodies, water, fire, navigation, military affairs, et cetera—five lists in all.

Vocabulary II

This comprises numbers, adjectives, classified as to endings or position, abstract nouns, et cetera—six lists in all.

Vocabulary III

Words forming the Link, or Completion of Sense, between the other parts of Speech—i.e., pronouns, articles, adverbs, prepositions, words relating to animals, vegetables, et cetera, and "words relating to the operations of the mind, feelings of the heart, et cetera," including the chief conjunctions and interjections—four lists.

Next we find twelve chapters of "conversational phrases" on all sorts of subjects—meeting a friend, meals, seasons, "how to speak to a taylor, a shoemaker," and "how to converse and spend one's time in company." Under this last heading we find lists of idiomatic and proverbial phrases, and tables of French verbs. The rest of the first volume is taken up by reading selections (*Le Lecteur Français*), both narrative and dramatic.

Volume two contains the formal grammar, although the author apparently loathes the term *grammar*. It is divided into two parts: (1) An analysis of the parts of speech, including pronunciation—three long chapters, and (2) syntax—twenty-three chapters, the last of which contains rules for letters, bills, et cetera. The rest of the volume contains five groups of reading passages—a continuation of *Le Lecteur Français*—*Religion et Morale*, et cetera, *Narrations Tableaux*, et cetera, *Moeurs Des Peuples*, *Portraits*, et cetera, *Scènes Comiques En Vers*, and *Scènes Tragiques* (all verse).

Thus we have seen, in broad outline, the scope and content of the books; let us examine the method of presentation of the material contained therein. The first entries in Volume one, Chapter one, (Of Food) will let us see how this is accomplished. I quote verbatim:

Loaf.	Buy me a three-pound loaf.
<i>Pain.</i>	m. Achetez-moi un <i>pain</i> de trois livres.
Bread.	What kind of <i>bread</i> do you wish to have?
<i>Pain.</i>	De quel <i>pain</i> voulez-vous?
White bread.	Give me some <i>white bread</i> for breakfast.
<i>Pain blanc.</i>	m. Donnez-moi du <i>pain blanc</i> à déjeuner.
Black or brown	That <i>black or brown bread</i> lies heavy upon my stomach.
<i>Pain noir.</i>	m. Ce <i>pain noir</i> me pèse sur l'estomac.

And so on throughout the whole vocabulary section. In the case of proverbs, phrases, et cetera, the English is given on one side, the French in italics on the other, a method not wholly unused today.

The author tells us (Volume I, xix) that "The French master, or any person who pronounces French well, should read slowly to the learner the first phrases, syllable by syllable, *Achetez-moi un pain de trois livres*."

"The learner must *syllabically* repeat after his instructor, until his pronunciation is correct.

"The same method is followed, in other phrases of the same page."

Next the master is directed to pages in the same volume on which he will find numbers, pronouns, and conversational phrases which are taught in the manner outlined. Along with the same lesson go "one or two tenses of *avoir*," taught in the same manner, and more conversation. No suggestions are given for the length of the lesson, but everything is to be *memorized*.

For recitation we have the following model:

Master (reads slowly, but aloud) *Achetez-moi un pain de trois livres.*

Scholar (reciting the English and French phrases successively) says, Buy me a three-pound loaf. *Achetez-moi un pain de trois livres.*

Master. Pain. Masculin.

Scholar. Loaf, Pain Masculin.

The same method is to be followed throughout all of Volume One, with the addition that the teacher will also read the *English* phrase to the student, who will write down its French counterpart, thus learning to spell. Thus they will proceed with the student repeating from memory all of the complete sentences that embody the words and situations in the vocabulary—nouns, verbs, et cetera. It should also be pointed out that verb tenses are not presented in order of any sort; on page one of volume one we find, the imperative, present indicative, past definite, and past indefinite used in the sentences teaching the nouns of the vocabulary. We also have impersonal expressions and various types of verbs, including irregulars. The student indeed needs a mighty memory. For every word or form presented there is a French sentence in which it is used together with the English translation. The aim of the book is speaking but it seems to me that the conversation would be most halting since translation would doubtless enter into every attempt to express one's self in French.

Just when the formal grammar (the author differentiates between *language*, which is *physical*, and *grammar*, which is *metaphysical*) is to be introduced is not stated, but we are informed that the reading passages are not to be attempted until both the vocabulary and grammar are mastered. The grammar is presented by the question and answer method, of which some quotations will give an idea:

"Scholar. What do you mean by the word termed by grammarians a noun?

Master. A word which presents to the mind the idea of any object, being, or thing whatever; and such is its magnetic power over the human mind, that the instant it is expressed, we are in a great degree feelingly alive to the perception of the object, as if it stood before us."

"Scholar. Will you have the goodness to make me sensible of the distinctions of these three articles, so that I may be enabled to employ them in their proper places?

Master. With infinite pleasure; and, to throw the more light on this subject, I shall borrow a few sentences from that excellent work of Sicard, entitled, *Elémens de Grammaire Générale appliqués à la Langue Française.*"

"Scholar. I confess, that I have been much astonished to see the denominations, *present-anterior*, *present-anterior-periodical*; *present-posterior*, et cetera, substituted for the ancient and established terms, *imperfect*, *perfect*, *preterite*, et cetera, and I am apprehensive that this innovation, unless supported by decisive argument, will be strenuously oppugned by the disapprobation, if not opposition, of tutors, in general.

Master. After a long and serious deliberation, I have adopted the system of the celebrated and profound grammarian, Bauzée, from a full conviction of its truth and simplicity; but by no means through the spirit of innovation or the pride of singularity, so baneful to the advancement of science. . . ."

And so on throughout the part of Volume Two, relating to grammar. I shudder to think what our students of today would think (and do) if they were confronted with so vast an array of rules, examples, exceptions, clas-

sifications, divisions and subdivisions. For example, M. Dufief gives eight regular conjugations, eight classes of irregular verbs, and a group of twenty-nine verbs that "defy classification." The section entitled *Syntax Made Easy* is a sort of recapitulation of what has gone before; the rule (usually lengthy) is given, followed by copious examples in French sentences, always accompanied by their English translation.

Once the student has mastered (?) the vocabularies and syntax, which are presented in the "painless method" I have briefly outlined, he is ready to read and to converse on the reading passages or to assume a rôle in the performance of the dramatic selections. His pronunciation is, of course, excellent by this time, due to "nature's method." Note that there is not, except at the very first, any attempt at what we now call grading the reading material. The question naturally arises as to how much the student would read in French considering the difficulty of the material and the fact that no vocabularies in dictionary form are provided. The author does recommend his own French dictionary, but states that it is not necessary if the pupil has mastered the material as it has been presented. Idioms are introduced in the regular "vocabularies" and little attempt is made to classify them, and thus the student will take them in his stride, learning them in "natural situations."

Another advantage claimed for this "new" method is that the teacher need not know English; in fact he will learn English just as rapidly as his pupil learns French, since all examples, words, and uses are always demonstrated in complete sentences given in both languages. The author cites several examples of Frenchmen learning to speak English perfectly while teaching their students fluent French. The method can, he says, be applied to any language,² as it is Nature's way; he has not invented, but simply demonstrated it in his presentation of the correct way of teaching French.

I do not know how long the book remained in popular use; a note in the copy I have shows that it was used as late as 1860. Nor do I know how successful it was, but it did involve the author in serious controversy with other language teachers. The student certainly would have had to have been serious-minded and possessed of an exceedingly retentive memory. The two volumes are, however, interesting from an historical point of view and do let us see that, despite our complaints concerning the texts we now have, they have improved in the last century and a quarter. But to learn French by this method, and it was learned, we can well assume, the student really had to work, learn and retain a vast amount of material; we might well wish that our students would be willing to work equally hard today. But we must also admit, alas, that we still long for an "infallible method, suited to every capacity."

² The method was adapted to Spanish and in this form went through three editions from 1811 to 1825. Miss Philips states in her study that the Spanish edition in the New York Public Library is apparently often used, but that the French editions have been untouched for years.

L'Année Littéraire Mil-Neuf Cent Quarante et Une

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IL A été très difficile de rassembler les matériaux pour cette revue; il y aura peut-être des omissions sérieuses, des indications qui auraient dû paraître l'an dernier, des erreurs—il n'a pas paru inutile, cependant, d'ordonner ces notes tant bien que mal.

Tout indique que la production littéraire a été strictement contrôlée sinon entièrement étouffée en 1941, comme elle l'avait été dès 1940; ce qui n'a pas été publié est fort probablement beaucoup plus important que ce qui a été publié; au lecteur à interpréter le silence.

Les représentants du gouvernement Nazi ont forcé la retraite du grand savant Roussy comme recteur de l'Université de Paris; et M. Paul Hazard, revenu d'Amérique pour prendre sa place, fut déclaré "persona non grata"; il dut se contenter de donner des cours, avec quelques collègues du Collège de France, dans les salles de l'Université de Lyon. On assure que la retraite de Paul Valéry, en mars, n'a pas été toute volontaire. L'exposition de quelques publications de France parvenues aux États-Unis, et qui eut lieu à la Widener Library de Harvard University, a apporté des renseignements intéressants; p. ex. un *Index librorum Germanicus*, avec une "liste Bernard" de juillet, portant des noms comme Chéradame, L. Gillet, Giraudoux, Malraux; et une autre, "liste Otto" de septembre. On dit dans une *Préface* que les éditeurs français (*sic*) "ont décidé de retirer de la vente" les écrits d'un certain nombre d'auteurs pour "créer une atmosphère plus saine"; tels: Heine, Th. Mann, Freud, Ludwig, Einstein, Vicky Baum, Zweig, Remarque, Raunschning, etc.; et parmi les Français: les écrits politiques des Bainville, Claudel, Duhamel, Goyau, Benda, Cardinal Verdier; puis: les Blum, Daladier, Reynaud, etc. De son côté le gouvernement de Vichy a nommé (28 juin), pour approuver ou censurer, un *Comité du Livre français*, de 14 membres, parmi lesquels des partisans décidés de la "collaboration" comme Bernard Fay, aujourd'hui directeur de la Bibliothèque nationale, Bellessort, secrétaire perpétuel de l'Académie Française, le fougueux Drieu de la Rochelle, et d'autres, moins convaincus peut-être, comme Alfred Siegfried, Octave Aubry, Paul Morand (on ne peut pas lire entre toutes les lignes!)

L'impression dominante pour celui qui juge des choses à distance est que le peuple de France résiste à l'envahisseur plus résolument que ce qu'on appelle aujourd'hui "l'intelligentsia." Les écrivains sont encore dispersés,

¹ Professor Schinz, now an emeritus of the University of Pennsylvania is spending the second semester of this year at Texas.

mais un grand nombre d'entre eux sont rentrés à Paris, et cela est encouragé par les Nazis qui ne désirent rien tant que de faire croire à la vie normale en France. Environ un tiers des Académiciens sont là, à leur tête Mgr Baudrillart; certains "collaborent" avec conviction semble-t-il, comme A. Bellessort, secrétaire perpétuel et Ch. Maurras, Louis Bertrand, H. Bordeaux; d'autres sans doute avec réserve, Mauriac, Valéry, Duhamel; bien entendu le maréchal Pétain est à Vichy; on dit que Claudel est à sa campagne de Brangues, préparant un commentaire du *Cantique des Cantiques*; Louis Gillet était signalé à Montpellier; Paul Hazard était à Lyon avec quelques collègues du Collège de France mais est rentré à Paris; André Maurois est en Amérique. Plusieurs des écrivains non-académiciens qui sont "collaborateurs" sont probablement à Paris, Céline, Louis Thomas, René Benjamin, Victor Margueritte, P. L. Fargue, Thérive. Les hommes de théâtre sont rentrés la plupart: Copeau (qui a accepté définitivement la direction du Théâtre Français), Jouvet (qui annonçait une reprise d'*Ondine*, et une tournée en Amérique du Sud avec *Iphigénie* et *Ondine*), Dullin, Guitry, Stève Passeur, Porché. On a vu P. Fort et Cocteau à Perpignan, Aragon et Benda à Carcassone, Carco à Aix-les-Bains, Saint-Exupéry à Marseilles—depuis à New York. On est surpris du nombre de maisons d'édition qui ont rouvert leurs portes depuis l'été 1940; certaines "collaborent" sans vergogne, surtout Grasset; (qui a publié même de sa plume un *À la recherche de la France*), puis Plon, Stock, Gallimard; et d'autres qui ont simplement accepté les choses, comme Michel, Boivin, Corrèa, Flammarion, Mercure, Debresses, Presses universitaires. Pour les journaux et revues, on trouve toute la gamme en France; mais, à cause de la censure, de "collaboration" surtout. En tête, il faut citer la *Revue des Deux Mondes*, publiée, en attendant, à Royat, et qui est consacrée presque entièrement pourrait-on dire à exalter l'œuvre du maréchal Pétain; le rédacteur-gérant en est Chauveix; elle contient des articles de Maurras, E. Mâle, Monglond, Pourrat, Pesquidoux, Rivaud, Kessel, Duhamel, Bordeaux, Demaison, Derème, Hériat, Billy. Tharaud, Hazard, Madelin, Gillet, Giraud, etc. *Le Temps*, qui, sauf erreur est encore à Lyon, joue parmi les quotidiens le même rôle que la *Revue des Deux Mondes* pour les périodiques; Thérive y donne des indications du monde des lettres; *L'Illustration* est rentrée à Paris. *La Nouvelle Revue Française* et la *Revue universelle* paraissent avoir accepté la "collaboration." Mais c'est *Candida* qui est, par excellence, l'organe presque fanatique du parti favorisant l'envahisseur; on trouve parmi des écrivains qui y envoient leur prose: Massis, Louis Bertrand, Gaxotte, Siegfried, Birabeau, etc. *La Gerbe*, hebdomadaire, sous la direction d'A. de Chateaubriant, est parmi les plus décidés des périodiques en faveur du "nouvel ordre"; on y trouve presque tous les hommes favorables à la politique de Vichy, et en outre des R. Fernandez, H. Lenormand, Jacques Chadourne, Montherlant, J. Sarment. Un des plus ardents "collaborateurs" est J.

Luchaire, qui dirige *Le Matin* de Paris, et a fondé un journal à lui *Les Temps nouveaux*; et s'il faut mentionner un "collaborateur" plus fougueux encore, c'est Marcel Déat, l'éditeur responsable du journal *L'Oeuvre*, autrefois un journal communiste. Il faut tenir compte sans doute du fait que les difficultés sont à peu près insurmontables pour ceux qui cherchent à réagir, comme *Le Glaive* et *L'Effort. Le Travailleur* (de Worcester, Mass.) a publié, le 6 mars, les règles que les Allemands imposent à toute publication en France; on ne s'étonne pas alors si le lecteur dit:

Il y a les journaux de Paris:
Bon Dieu, ce qu'ils sentent le boche.
Il y a les journaux de Vichy,
Oh là là! ce qu'ils sont moche!

On a essayé en vain, nous dit-on, de persuader à de certains écrivains de prendre la plume pour une rémunération nazie; les Roger Martin-Dugard, Duhamel, Bouteron, Valéry—ce dernier se trouvant fort gêné cependant financièrement. Paul Fort, l'auteur des *Ballades* a dû recourir à la vente de ses manuscrits, Simone Ratel vend ses bibelots, Germaine Beaumont ses bijoux.

Une tentative intéressante, mais dont les effets ne sauraient être bien grands, a été celle de faire revivre, dans la zone non-occupée, les "jeux floraux" de Toulouse. De la même région on apprend que de grands efforts sont faits pour que la production de livres français ne subisse pas une éclipse totale; mais c'est sous le patronage encore des "collaborateurs"; il s'agit de la "Collection des grands contemporains" dirigée par le félibrige Edouard Aubanel; parmi les titres annoncés: Louis Bertrand, *Jardin d'Espagne*; Francis Carco, *Heures d'Egypte*; Maurice Magre, *Le Livre des certitudes morales*; Paul Reboux, *Heures d'histoire*; Saint-George de Bouhélier, *Voyages dans la Suisse d'autrefois*; etc. Le seul pays qui soit, dans une certaine mesure, en position d'apporter quelque aide, c'est la Suisse française où les Nazis ne sont pas encore intervenus; sans être important cet effort mérite d'être signalé: A Neuchâtel (éd. de La Baconnière) a paru un volume *À la mémoire de Bergson*, avec témoignages, lettres, essais d'écrivains français comme Jacques Chevalier, Maritain, L. Brunschvigg, etc. E. Jaloux a publié à Fribourg en Suisse un roman d'actualité, *Le vent souffle sur la flamme*; à Genève, Jacques de Lacretelle, *L'heure qui change* (Ed. du milieu du monde); à Lausanne on publie des œuvres françaises qu'on ne peut plus obtenir de France: *Le Grand Meaulne*, de Fournier; *La maison de Claudine*, de Mme Colette; *Poils de Carotte*, de J. Renard; des *Extraits*, de Péguy, etc. De plus une "Guilde littéraire" à Lausanne a offert un prix de 50,000 fr. pour un bon ouvrage en français, avec, au jury, Ed. Jaloux, Guy de Pourtalès, C. T. Ramuz. On publie aussi à Lausanne une édition de luxe de l'œuvre de Ramuz.

En Angleterre la publication de *La France libre* continue avec succès.

Les amis de la France en Amérique ont offert leur large part dans les efforts pour maintenir la flamme de la culture française. D'abord, en recueillant un bon nombre de réfugiés, beaucoup de la classe des lettrés: H. Bernstein, André Breton, Chadourne, G. Cohen, Dekobra, Focillon, Maeterlink, Maritain, Maurois, J. Romains, Rougier, Sant-Exupéry, Simon, H. Torrès, Tabouis, Verneuil, Vignaux, etc.—sans parler de Julien Green qui "rentrait." La plupart ont continué leur activité littéraire; on retrouvera leurs noms dans les mentions d'ouvrages classifiés plus bas. Les uns ont été discrets, d'autres moins dans la façon dont ils ont fait usage de cette généreuse hospitalité.

Des maisons d'édition ont publié des œuvres françaises, particulièrement la collection "Éditions de la Maison française," à New-York, et une autre chez Brentano. Voir les catalogues. Le Canada se distingue par l'abondance des produits qu'elle jette sur le marché, et publie depuis deux ans un substantiel *Bulletin bibliographique de la Société des Écrivains canadiens*, (Montréal, Avenue Viger, 535) auquel nous renvoyons le lecteur. Il y a là de tout: beaucoup de littérature religieuse, de la politique, de l'histoire, des publications périodiques, etc. etc. Citons: J. J. Trembley, *Patriotisme et Nationalisme*; G. Simard, *Maux présents et Foi chrétienne*; Séraphin Marion, *Les lettres canadiennes d'autrefois . . .*

Parmi les publications périodiques il faut signaler *Voici*, mensuel, publié à Carmel, New-York, avec un très louable désir de souligner les causes qui doivent unir les amis de la France à l'étranger. *La Voix de France*, mensuel, a commencé à paraître en septembre avec une note antivichyste violente; l'affaire fut lancée avec quelque éclat par une sorte de cérémonie d'inauguration, un "cocktail party" au 67^{me} étage du Rockefeller Plaza où M. et Mme Maeterlink étaient les invités d'honneur. *L'Amérique*, hebdomadaire, prend de plus en plus la place, à New-York, du regretté *Courrier des États-Unis*. *Le Travailleur* publié à Worcester, Mass., hebdomadaire également, fait preuve d'une vitalité qui commande l'admiration. *Le Messager* à New York continue; et un trimestriel, *The French Forum* commence à New York sous la direction du Dr. H. Barzun. *France speaks* est un hebdomadaire polgraphié. En Californie *Le Courrier du Pacifique*. Au Canada, *La Presse* (quotidienne), et *La Nouvelle Relève*.

Puisque la guerre jette partout son ombre, il semble indiqué de commencer par esquisser l'activité littéraire qu'elle a inspirée. Les volumes relatant des souvenirs de la guerre, ou de la France en guerre, d'abord: Pierre Lazareff, *Dernière édition. Dix ans de la vie de Paris*, peut servir en quelque sorte de Préface aux années 1939 et suivantes; ainsi que *Les derniers jours de Paris*, par Alexandre Werth, et *Journal à rebours*, par Mme Colette. Paul Péladau, *On disait en France*, contient les impressions d'un

jeune homme de Montréal qui étudiait à Paris au moment où la guerre éclatait et qui avait approché quelques unes des personnalités célèbres de la capitale (Mauriac, Duhamel, H. Bordeaux, Bernard Fay . . .) André Morize (du service d'information) *Paris Été 1940*,—ce titre, comme les suivants, est assez éloquent; René de Chambrun, *De la Lorraine à Washington; carnet d'un combattant de 1939 à 1940* (en anglais *I saw France fall*); Benoit-Méchin (Secrétaire d'Etat à la vice-présidence du Conseil à Vichy), *La moisson de 40*—souvenirs d'un camp de prisonniers; Max Beer, *La guerre n'a pas eu lieu*. Mme Margaret Hughes, *Les lauriers sont coupés*—la collaboratrice de Miss Anne Morgan pour une grande œuvre de charité dans la France humiliée. Ajoutons Pierre MacOrlan, *Chronique de la fin du monde*; F. Carco, *Nostalgie de Paris*.

Des commentaires—nombreux, peut-être trop nombreux à un moment où l'on sait si peu: rappelons en quelques uns seulement dûs à la plume de personnalités littéraires éminentes: André Maurois, *Tragédie en France*; Jacques Maritain, *À travers le désastre*, et un écrit paru au Canada, *Le crépuscule de la civilisation*; Jules Romains, *Sept mystères du destin de l'Europe*—paru d'abord en anglais en Amérique, et qui n'a pas reçu l'approbation de tout le monde; R. Goffin, *Le roi des Belges a-t-il trahi?*; Robert de Saint-Jean, *Démocratie, beurre et canon*; Pierre de Lanux, *France de ce monde*; Jacques Chevalier, *France*. Et quelques portraits d'hommes du jour: Georges Suarez, *Le Maréchal Pétain*; Henri Torrès, *Pierre Laval*; Philippe Barrès, *Le General de Gaulle*.

Enfin mentionnons quelques romans qui prennent comme toile de fond la nouvelle guerre: René Benjamin, *Printemps tragique*; R. Goffin, *Le fusillé de Dunkerque* et *Les cavaliers de la déroute*; M. Dekobra, *Émigrés de luxe* et *Le Journal d'un lâche*; Claire Goll, *Le tombeau des amants inconnus*. Clément Riche, *Dernier voyage du Pembroke*—un vieux cargo de San Francisco à Port of Spain; M. Georges Michel, *Le dernier bateau*.

Voir *The Nation* (N. Y.), Sat. Dec. 6; *Literature of the French Defeat*, by a writer somewhere in France.

On est surpris du nombre de publications étrangères, semble-t-il, aux préoccupations si tragiques du moment. Plusieurs facteurs l'expliquent cependant. Et d'ailleurs il est bien certain qu'il s'agit de productions de second ordre le plus souvent, ou alors de ré-impressions de chefs-d'œuvre du passé; ou encore, de reprises théâtrales. Les Nazis non seulement n'ont pas fait obstacle à la publication de livres qui ne nuisaient pas à leurs plans, ils y ont même poussé pour suggérer au dehors que la vie en France conquise était à peu près normale; les Français, de leur côté tenaient à montrer qu'ils n'étaient pas réduits au silence, préféraient des livres qui n'étaient pas proprement de leur choix plutôt que se taire tout-à-fait. Bref il faut compter à défaut de la qualité la quantité, et à titre de document nous tenons compte de celle-ci.

POÉSIE: Si les autorités nazies ont suspendu le cours de Valéry au Collège de France parce qu'ils savaient le poète hostile aux envahisseurs, elles ne pouvaient voir aucun inconvénient à quelque manifestation à l'occasion du cinquantenaire de la mort de Rimbaud, dans le village natal de Roches qui avait été complètement rasé au cours de l'invasion et où se dressait une statue. De même, si l'on écrit des études sur Péguy et Mallarmé et Verlaine (voir plus bas) les Nazis n'y voyaient qu'avantage puisque ces gens-là au moins n'étaient pas occupés à compromettre les desseins de l'Allemagne. On donna même des prix de poésie: le "Prix Alfred Mortier" à Georges Delaguy, pour une *Naissance de Tristan*; un "Prix Moréas" à André Blanchard, pour *Entre jour et nuit*; et un "Grand Prix Fabier-Artigues" à Maurice Magre pour *Parc de rossignols*. Au Canada, une poétesse de talent, Simone Routier (Ottawa) cherche à marcher sur les traces d'un grand maître en faisant, dans *Tentation*, des vers claudéliens. Du Canada également vient R. D. Lévesque, avec un recueil *Vita*, poésie légère et délicate, et Cécile Chabot, *Vitrail*. René Larnier donne *Images et Proses*, et Claude Couban, rêve juvénilement (19 ans) dans *Visages transparents*. On signale une belle traduction en vers anglais du célèbre fragment d'un drame projeté de Mallarmé, *Hérodias*; l'auteur est Clark Mills, A.B. de Washington University, aujourd'hui professeur à l'université de Cornell.

THEATRE. Paris semble disposé à ne pas se priver du plaisir du théâtre, soit pour oublier la réalité, soit pour montrer qu'on ne se rend pas. À la fin de 1940 quinze salles de spectacle au moins avaient rouvert leurs portes, et presque toutes les plus importantes: La Comédie française, avec Copeau comme directeur en titre, qui donnait *Le Paquebot Tenacity*, de Vildrac, *Noé* d'André Obey, *Le Gendre de M. Poirier*, *Le Cid*, et qui demandait à Mario Meunier une traduction des *Troyennes* d'Euripide; Baty donnait à Montparnasse *Les Caprices de Marianne*; Dullin, après une reprise de *Plutus* au Théâtre de Paris, prenait en main la direction du Théâtre Sarah Bernhardt; et Carlo supplantait Roche au Vieux Colombier. Parmi d'autres reprises, citons *Les Cloches de Corneville*, au Mogador, *La famille Monestier*, de Denys Amiel, joué par Gaby Morlay, *La Grande Catherine*, etc. Guitry donnait une nouvelle pièce à la Madeleine, *Le bien aimé*.

On est forcé de prendre des précautions à cause de la censure nazie, et sauf quelques pièces comme celles que nous avons nommées, on revient souvent à Molière. Étant donné les prétentions hitlériennes de décourager la frivolité en art, on est un peu surpris de voir qu'il n'y eut pas de censure exercée à propos de la reprise de *Phi-Phi* aux Bouffes parisiennes. Comme succès de "revue," celle de Souplex et Colette.

En zone non-occupée on s'est efforcé de répandre aussi un peu de nourriture spirituelle. La petite fille de Réjane, Jacqueline Porel, a constitué une troupe de comédiens qui vont jouer de ville en ville, particulièrement du Racine et du Molière. Une autre troupe est sous la direction de Jean Nohain et Claude Dauphin, offrant des spectacles divers, pas exclusivement

du théâtre. Enfin on a parlé d'une 'Compagnie de la Basoche' qui représente à Marseille, sous la direction de Léo Savage, des farces comme *Le Cuvier*, et des fantaisies.

L'*Annonciation faite à Marie* de Paul Claudel, et la *Jeanne d'Arc* de Péguy ont été jouées en province; elles ont été fort discutées, la première favorablement, la seconde avec réserve.

Il est toujours question de représenter à New-York la dernière pièce de Jules Romains, *Pitié encore pour la Terre*. Une sorte d'audition par lecture a été donnée au Collège de Middlebury, Vermont, au cours de l'été en présence de l'auteur. F. Baldensperger a publié une pièce en vers de trois actes intitulée *Cassandra*, dont le titre indique déjà qu'il s'agit encore de la tragédie du monde.

On a célébré avec éclat à la Comédie française le 83^{me} anniversaire d'un des grands vétérans de la scène française, Antoine, fondateur du Théâtre libre.

Louis Verneuil, en ce moment à New-York a consacré un volume à la mémoire de *Sarah Bernhardt*.

ROMAN ET NOUVELLE. Voir plus haut pour certains romans inspirés par la guerre. Il n'y a plus de ces histoires absolument déprimantes que nous avions à citer ces dernières années, comme ce *Traquenard*, qu'André Cayatte faisait paraître encore en 1939—une bande de gens sans aveu qui font chanter un notaire et où tout finit lamentablement. Les volumes XIX et XX des *Hommes de bonne volonté*, par Jules Romains ont paru à New-York et ont pour titres: *Cette grande lueur de l'Est*—il s'agit naturellement de cette Russie qui, sous certains aspects, paraît apporter au monde une nouvelle vision—et *Le monde est ton aventure*. Un autre nom qui est familier à tous est celui de Julien Green, qui, dans un ambitieux ouvrage, couvre l'histoire presque entière de l'espèce humaine. *Varouna*—c'est le nom de l'Ouranos védique, la divinité de la réincarnation—se divise en trois parties: Un jeune marin gallois, de l'époque pré-médiévale, assassine la femme qu'il aurait dû aimer; à l'époque de la Renaissance un savant, rendu mélancolique par le veuvage, éprouve pour sa fille une passion coupable, et celle-ci s'est enfuie au couvent; une provinciable de notre temps s'est intéressée à ce drame, en a été obsédée au point de se croire être la nonne réincarnée. François Mauriac ne dément pas son attitude ombrageuse en face de la vie dans *La Pharisiennne*—une sorte de contre-partie au fourbe hypocrite de sa pièce *Asmodée* (1937). Henri Bordeaux est moins pessimiste dans *Les murs sont bons*. Pierre Benoit dans sa *Notre Dame de Tortosa* rappelle assez, par le sujet au moins, *Les désenchantées* de Loti. Sinon les romans même, les titres suivants au moins ont réussi à passer l'océan: A. Billy, *Le double assassinat de la maison du bœuf*; Maxence van der Meersch ajoute à la liste de ses romans du monde des prolétaires *Pêcheurs d'hommes*;

Simenon, après *Malempris* (note de veulerie à la Salavin de Duhamel), *Le coup de vague*; Miriam Harry, *Ranavalô et son amant blanc*; Maurice Genevoix, *Le lac fou* et Duhamel, *Suzanne et les Jeunes hommes* (commencés dans la *Revue des deux Mondes*); Marcel Aymé, *Le bœuf clandestin* (monde paysan); La maison Plon, qui publie plus que n'importe quelle autre maison à Paris, penche pour les publications d'un caractère religieux; un roman posthume de A. Lichtenberger, *Évasion*, Paule Régnier, l'auteur du 'Prix du roman' il y a quelques années (*L'abbaye d'Évolène*) offre *Tentation*; Phil Darcait, *La porte fermée* (du médiocre Bourget); chez Plon encore: Gautier-Vignol, *Les somnambules*. Il y a deux romans de la terre, Claude Jolly, *Antoine*, et Henriette Roussel, *À quatre pas de Souceyrac*. Félix de Chazournes *Agnès ou le rivage de Bohême* un roman de voyage en Irlande, Londres, Amérique du Sud. Noëlle Roger suggère la vie paisible dans *La vallée perdue* qui est restée par quelque heureux hasard libre des maux de la civilisation. Jean d'Esme dans *Chevaliers sans éperons* récite les hauts faits de colonisateurs en Mauritanie.

Trois recueils de nouvelles: Mme Colette, *Chambre d'hôtel* (qui rappelle la Colette de la Vagabonde et du music Hall; la seconde nouvelle est une histoire d'envoûtement); Francis Robert, *L'oise*, six nouvelles, et Blaise Cendrars, *D'Oultramer à Indigo*.

A souligner: un remarquable roman canadien, *Les opiniâtres*, par Léon Paul Desrosiers roman de la terre canadienne et qui soutient la comparaison avec les *Trente arpents* de Ringuet (Voir *Année litt.* 1940).

DIVERS.—A cause de l'importance du nom, citons d'abord un volume de *Mélanges*, par Paul Valéry, à titre d'effort pour montrer qu'on n'a pas cessé de penser et travailler en France. A regret il faut mentionner le livre de Drieu de la Rochelle,—le plus violent, le plus irréconciliable des "collaborateurs"—*Ne pas attendre* publié par Grasset le grand éditeur de la "collaboration." Tout à fait étranger aux choses de guerre est un livre qui, en tout autre temps, aurait fait le tour du monde littéraire en Europe comme il l'a fait en Amérique: *Kabloona*, par Gontran de Poncins—remarquable journal de voyage chez les Esquimaux. Certains écrivains ont trouvé moyen de faire de l'autobiographie, comme Julien Green, *Souvenirs littéraires*, paru en France et à New York; et Clément Vautel (l'auteur de *Mon curé chez les riches*), *Souvenirs d'un journaliste*; Raissa Maritain, *Les grandes amitiés*. Un grand nombre de volumes d'histoire et de géographie, deux genres auxquels les Nazis ne pouvaient guère s'opposer: Marie de Chambrun, *Le roi de Rome*; Jean Héritier, *Catherine de Médicis*; J. Fouques de Luc, *Le troisième Richelieu*—celui qui délivra la France en 1815; Dupouy, *Images de Bretagne*, et Chasse, *Visages de Bretagne*; René Benjamin, *Marie-Antoinette*; J. Bertrand, *Marie-Louise*; M. Muret, *Guillaume II*, et un volume *Grandeur des élites*. Deux livres posthumes: G. Goyau, *La Normandie bénédictine*, et G. Lenôtre, *Existences d'artistes*. René Maran, *Les bêtes de*

la Brousse. Jacques Vivant, *Talleyrand*; H. de Villefosse, *Singularités de Paris*; puis des livres de voyages, comme Pierre Lyautey, *En Norvège*; Saint-George de Bouhélier, *Voyage en Suisse*; et une série de volumes de la célèbre collection Arthaud, à Grenoble: *Les Baux, Ile de France, Basse Bretagne, Haute Normandie, Hollande* . . . Les écrits religieux apparemment n'offensent pas les amis de M. Hitler quand ils sont publiés par des auteurs qu'on espère attirer à la collaboration: *Poésie sacerdotale, Anthologie*, parue chez Gallimard; *Choix de Pages immortelles de Pascal*, par Mauriac; Abbé Englebert offre un *St. Martin*, une vie pittoresque de l'apôtre des Gaules, et un *Père Damien*, missionnaire flamand aux Îles Marquises. Les Tharaud impriment un choix de *Contes de la Vierge*. Quant à Marcel Braibant il donne une anthologie appelée *Paysans d'aujourd'hui*.

HISTOIRE ET CRITIQUE LITTÉRAIRE: la moisson n'est pas à dédaigner en vue des circonstances; bon nombre des meilleurs livres sont d'ailleurs sortis de la plume de savants américains, ou de Français vivant en Amérique. Deux travaux *linguistiques*: A. Dauzat, *L'Europe Linguistique*, et A. Thérive, 3^{me} et dernière série de ses *Querelles de langage*. *Moyen-âge*: Une *Anthologie des Troubadours provençaux*, par R. Thompson et T. Bergen (Yale University); Mary Rouck, *Sources du Roman de Brut* (University of California); W. H. Rice, *European Ancestry of Villon's Satirical Testaments*. (Syracuse Un. Monographs). *Seizieme siècle*: Chaigne, *Anthologie de la Renaissance catholique* (Paris, Alsatia). A. M. Schmidt, *Poésie scientifique au XVI^e siècle*. *XVII^{me} siècle*: Lancaster continue sa monumentale *History of French Dramatic Literature*, avec deux volumes sur *Racine*; E. E. Williams, *Racine depuis 1885* (bibliographie); Helen Monod-Cassidy, *Un voyageur philosophe au XVII^{me} siècle. L'abbé Leblanc* (Harvard Press); *XVIII^{me} siècle*: Ira O. Wade, *Voltaire and M^{me} du Châtelet* et H. A. Grubbs, *J. Bapt. Rousseau*, (Princeton Press); D. Mornet, *Diderot* (Boivin); R. M. Spurlin, *Montesquieu in America* (Univ. of Louisiana Press); A. Schinz, *État présent des études sur J. J. Rousseau* (Mod. Lang. Ass. of Am. et Soc. Prof. fr. en Am.); G. Walter, *André Chénier: Oeuvres*, éd. de la Pléiade, *XIX^{me} siècle*. H. J. Hunt, *French Epics in 19th Cent. France*; J. Fourcassié *Le Romantisme et les Pyrénées*; Louis Bertrand, *Lamartine*; Maurice Bardèche, *Balzac romancier*—jusqu'à *Père Goriot*; et, sur l'art de B. aussi: Ray P. Bowen, *The dramatic construction of B.*; A. Feuillerat, *Baudelaire et la belle aux cheveux d'or*; deux volumes sur Mallarmé, *Vie*, et *Amitié de Mallarmé et de Verlaine* (NRF); Art. Artinian, *Maupassant Criticism in France* (Crown Press, N. Y.); G. Truc, *Mme Colette*; Seymour Travers, *Catalog 19th cent. French theatrical Parodies, 1789-1914* (Crown Press, N. Y.); Bachelard, *Lautréamont*; Séverin Pelletier, *La nature et la grâce chez Bourget*. *XX^{me} siècle*: Garrett Rees, *Remy de Gourmont, Essai de biographie intellectuelle* (Boivin); trois livres sur *Péguy*: Daniel Halévy, Roger Secrétain, Alex. Marc; René Lalou, *Littérature contemporaine*, vol. II; A. Maurois, *Études*

litt. (Valéry, Gide, Proust, Bergson, Claudel, Péguy); Rousseaux, *Littérature du XX^{me} siècle* (essais) nouvelle série. H. Nason, *French Theater in New York, 1899-1939*; F. Baldensperger, *Littérature entre les Deux guerres* (pub. Los Angeles); et le Dr. Pierre E. Brodin, Directeur du Lycée français, à New York, prépare un livre sur le même sujet dont un chap. sur "Saint-Exupéry" a paru dans *Bulletin des Etudes francaises* (Nov. Montreal). Ant-Joseph Jobin, *Visages littéraires du Canada*.

Plaçons ici quelques *personalia* qui ont pu passer l'Océan. On assure que les réunions du jeudi de l'Académie, pour le dictionnaire, n'ont pas été interrompues—mais il y avait peu de présences. La réception de M. Paul Hazard n'a pas encore été annoncée. On dit que le baron Seillière pose sa candidature au fauteuil de G. Goyau. Trois décès à enregistrer à l'Académie: Henri Bergson, Marcel Prévost, Louis Bertrand. Autres décès: F. Mazade, Fernand Herold, Pierre Mille, Henri Spiess. L'actrice Mme Julie Bartet. La petite-fille de Victor Hugo, Mme Jeanne Négrepont-Hugo.

On attend une élection à l'Académie Goncourt, et cette compagnie a décerné son prix annuel du roman en décembre. Le lauréat est Henri Pourat, pour son livre *Pour que la terre refleurisse*.

French for the Feeble-Minded: An Experiment

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(*Author's summary:* (1) It is possible to include modern language instruction as a kind of natural recreational activity in the present institutional care of the feeble-minded. (2) Some interesting and, perhaps, significant observations on modern language methodology can be made in language learning and teaching among the feeble-minded.)

ON a wet, midsummer afternoon, a twenty-three year old mentally deficient girl looked out of the classroom window at the rain which had prevented her schoolmates and her from enjoying themselves at the beach, and asked: "How do you say: It is raining, in French?" The reason for such a question being asked by the girl remains to this day almost unexplainable; for, any familiarity with the mentally handicapped quickly assures one of the vagueness and remoteness with which all things outside the immediate environment are viewed, even so elementary a fact as the existence of another language. Hearing an occasional foreign word or knowing that one of their teachers taught French, these did not seem sufficient justification.

At any rate, the question asked by the girl inspired and initiated a series of experimental lessons which contributed much pleasure to the program of activities of the remainder of the summer, and, in addition, provided a most unusual opportunity for the study of certain aspects of both modern language learning and teaching.

Therefore, the present article desires to imply a two-fold significance in its account of the experience of teaching French to the feeble-minded: one, that modern language instruction can be made to contribute materially, as a new and different sort of natural activity, to the basically manual or motor activities and performances which constitute the present program of the institutional care of the moron, imbecile and idiot; and, two, that certain problems of modern language learning and teaching can, perhaps, be more closely studied (in a relative sense only, of course) in the more direct, more elementary and less complex mental processes of the deficient intelligence as it encounters and seeks to learn a foreign language.

Of the thirteen mentally deficient girls who comprised the whole school at the time, ten participated actively in the experimental lessons. They manifested sufficient interest and enthusiasm for the lessons to warrant the continuation of the instruction. Of these ten, nine were imbeciles (average I.Q. about 40) and one a moron (I.Q. about 75). The reason for the exclusion of the three (who, nevertheless, did attend the informal classes regularly) from any particular consideration in learning French, was based, in the case of two of them, on their extremely low mentality—their I.Q. rating placing them on an idiot level; and, in the case of the other, on a complex psychical

derangement in which insanity as well as feeble-mindedness on an imbecile level played a part. It may be pointed out, however, that all three girls (or rather, their types) can not be dismissed as impossible foreign language learners; for, as English was taught them over many years by a slow and patient process, so a foreign language could be taught them (if circumstances so demanded) by an equally slow and patient method of instruction. This statement is not to be construed as purely hypothetical. Though I found that these three girls could not participate in the experiment with the others because of the extremely special attention and consideration which their greater limitations would have necessitated, I did note on several occasions that special pains with them did reveal an ability to reproduce quite accurately certain foreign sounds in French, and also an ability to articulate words and phrases with appropriate differentiation: an important part, it is generally acknowledged, of the beginning of foreign language learning.

The method of instruction employed was entirely an oral one, adapted, to be sure, to the capabilities of the ten girls. The question "How do you say: It is raining, in French?" was taken as a clue to the type of thing which the girls were interested in learning to say in French; and, also, as the type of method to be followed, namely, one in which the "children" themselves inquired after what they wanted to know. This procedure was found most satisfactory after it was discovered that interest lagged and no progress was made when an imposed set of words or phrases was used. Therefore, with a question like "How do you say: It is raining, in French?" as a starting point, familiar names and phrases were asked for in French by the children. The French expressions were taken up one at a time, orally only. A word or a phrase was pronounced several times to them; they then repeated it several times in chorus, then in singsong, and, lastly, individually. Drill and repetition, which were basically the means by which any of the material was learned, were not found to be wearisome or monotonous, *provided* the repetitions could be varied and playful, and could be accompanied by exaggerated expression and gesture. By this latter is meant, for example, that all the children, following the teacher's motions, would point out the window and sorrowfully repeat with appropriate facial expression, "*Il pleut aujourd'hui.*" Drill never once failed as a successful instrument of teaching because of fatigue or tediousness.

It need hardly be pointed out that never a word was said about grammatical gender, person or number. Words and phrases were taught them regardless of the contained grammatical constructions.

As one may have already imagined, the mentally deficient intelligence being most often not fertile or imaginative, the phrases and objects requested to be learned in French all came from the immediate environment. For this reason, by far one of the most successful units of teaching and learning during the summer revolved about the tables at meal time. At first, the

names in French for the service and various foods were asked for and learned. Afterwards (and continuing from then on), requests for bread, butter, salt, milk, etc. were proudly made in French. The most common courtesies also became part of their vocabulary by this procedure.

To be sure, the method of language instruction by direct contact with the environment is not new.¹ At least theoretically, it underlies the main principles of the so-called "psychological method."² It is, indeed, unfortunate that circumstances in the average classroom make it impossible to employ this practical procedure of modern language instruction more extensively.

French songs were easily learned and very much enjoyed by the children. But I found it impractical to utilize songs for vocabulary building, because most often the words of songs were either too abstract or unrelated to the interests of the children. Moreover, it seems to be a recurrent fact with the feeble-minded that the meaning of the simplest lyric in any song is not generally understood in the exacting concentration that is made on melody, even when the latter is well-known. Much more worthwhile from the point of view of practicality and simplicity was a sort of drill-exercise, combining calisthenics, singing and rhythmic recitation. For example, the question *Où est la tête?* was asked, to which the group response in rhythmic singsong fashion, with the hands placed on the head, was *Voici la tête!* This drill was followed through with all the parts of the body and served to teach this vocabulary. The exercise provided real entertainment in proportion to the spirit of play and fun with which it could be conducted. One may add that the extraneous aspects of such a device of instruction were found to be indispensable in the teaching of French to the feeble-minded. The place of performance and motor response is primary (and almost exclusively so) in whatever learning is attempted with them.

It was found essential in all the lessons to maintain an atmosphere of play and make-believe. The girls could not be made to take an interest in an exercise which emphasized the French expression to be learned and nothing else. In such a case, they paid no attention, or, rather, they found it difficult to listen. Instead, the lesson had to contain some element of fun, not fun in which learning French was incidental, but fun in which all the amusement came from using French instead of English in an old or new situation. For this reason, they liked their teacher to make his voice deep and to frown when asking a question in French, to call them individually *Mademoiselle* and to comment by *bon, très bien* or *pas exactement* on their answers—all in a spirit of make-believe. They insisted on good manners

¹ See, for example, Montaigne's well-known account of his learning of Latin: *Les Essais*, Livre I, chap. 25: "De l'Institution et Education des Enfants."

² Cf., for example, F. Gouin, *L'art d'enseigner d'étudier les langues* Paris, Fischbacker, 7e éd., 1925.

being observed, as they themselves religiously abided by them, never failing to reply *merci, il n'y a pas de quoi*, etc. on the proper occasions. In short, the limited capability of these children seemed to be compensated by a great amount of enthusiasm and ambition to speak like French girls. An active use of the language in an exercise resembling a real-life situation was entirely different, from their point of view, from the same exercise without the make-believe.

One may rightly infer a good deal of excitement in the conduct of the lessons: what with grimaces and exaggerated behavior on the teacher's part, and the general game-like atmosphere. To be sure, high spirits were found to be necessary for some kind of motivation in addition to the interest manifested. However, one must also caution that the excitation has to be carefully watched. It can not be allowed to reach the point of exhilaration on the children's part. For, in the case of the mentally handicapped, extreme excitement results almost invariably in serious nervous disturbances which persist for a certain length of time. It was found wiser, therefore, not to allow the girls to imitate but rather to enjoy the teacher's performance.

Now the question may be raised whether the children were really *learning* French; or, whether, instead, they were using a list of foreign sounds which by dint of sheer practice and drill they had come to organize into correct responses and applications, but of which they had no real understanding. The answer to the question involves an understanding of feeble-minded mentality, or (what is really the same thing) a comprehension of language usage in the undeveloped intelligence. These girls use English very much as very young children do, namely, with no actual sense of the pliancy or flexibility of phrase and expression. Their English is monotonously repetitious, with very little day to day variation of word content in sentences. Therefore, it could not be expected that the use of simple French would be different. One is never certain how much cognition accompanies their speech. However, to obviate the specific possibility that a French word or expression, which could not be attached to a particular object or action, would have no meaning to them outside of a special position in a series of questions and answers, I had recourse to translation. For example, while *je ferme la porte* can be clearly demonstrated by the action *aimez-vous Mlle. X.*? can not, and so required translation into English first.

That words did have a definite meaning separate from a context was further demonstrated by the children's use of individual French words in English sentences, the French equivalents for which they had not yet learned. For example, I often overheard them say while they were supposedly carrying on a French conversation among themselves, things like: "If *vous* will be *bonne aujourd'hui*, I'll lend *vous mon* brooch; or, "Where shall *nous* go in our dreams tonight?", etc.

It has already been mentioned that the method employed to teach

French was almost entirely oral. However, the girls did ask to keep notebooks. Though this was done, it was not encouraged for two reasons: one, because the children could not be taught any of some of the simplest facts of French pronunciation and spelling—the one-from-the-other relationship seemed terribly incomprehensible and foolish to them; and, two, because their spelling not being good in English it would have been unwise to confuse or burden them with foreign words. In addition, some of the children could not even be trusted to copy correctly from a blackboard.

Consequently, this oral method necessitated a more aural emphasis than is usually the case in language instruction. All nouns, for example, had to be taught and learned with the definite articles and other modifiers, which, of course, is not unique from the standpoint of any natural way to learn a language. Also, adjective and verb forms, not being explained grammatically, were learned correctly in specific phrases and sentences. Thus, they eventually knew that *mauvais temps* sounded correct, but *mauvaise temps* sounded wrong.

Special mention should be made of the moron's learning of French. One not infrequently encounters in mental deficiency an extraordinary aptitude or ability which almost seems to function by way of compensation for a general lack of intelligence.³ This twenty-nine year old girl, as a case in point, had a phenomenal memory. She recalled both petty and important facts and incidents indiscriminately, as though her mind catalogued them automatically in one huge file. Why she should not be "normal" with this invaluable tool in her possession, we can not fully discuss here. Suffice to say, her case belies the conception of any proportional relationship between memory and intelligence. Well, it was soon found out that she made much more rapid progress than the others. Unfortunately, partial paralysis had impaired both her hearing and her speech so that an oral method could not be used to best advantage. But, because of her higher intelligence, grammatical explanations could be given to her and she retained them. So she took one lesson a day in Fraser and Squair, *Standard French Grammar*. After having a rule with its exceptions explained to her just once, she recalled it perfectly. Her extraordinary memory made it easy for her to retain and recall vocabulary and model sentences, so that her performance was indeed remarkable. She did the exercises of the book and occasional tests with almost consistent perfection.

It is not possible here to go into greater detail concerning the individual performances of the other girls. Though they made about equal progress, there were, of course, discernible differences in individual cases. One interesting fact may be mentioned, however: the two mongols in the group

³ For a most interesting and illuminating account of this phenomenon in mental deficiency, see A. F. Tredgold, *Mental Deficiency*, William Wood & Co., New York, 1929, 5th ed., ch. XV, entitled: "Idiots Savants."

seemed to have a greater facility for "hearing" French sounds than the others. Not many repetitions were necessary before the sounds were accurately reproduced by them—one must understand, of course, in relation to the limitations of their speech organs.

This experiment should not be interpreted as theoretically conceived to justify any *a priori* convictions of modern language instruction. When it is recalled that the children themselves asked for the lessons and constantly provided, by their interest and enthusiasm, the only reason for continuing them, it becomes clear that learning French was not foisted on them merely for the sake of studying their reactions to and difficulties in learning a foreign language.

One's patience and hard work with them is rewarded not only by the pleasure this sort of activity affords them, but also, with a comparative understanding of their limitations, by the extent of their achievement. These children had acquired a vocabulary of about eighty words and expressions at the end of one month and a half. These were learned so well that when tested a year later, they had retained as a group 100% of the material, and, individually, on an average of over 90%. During the intervening period the lessons were not continued; the material already learned was only occasionally reviewed by another teacher. Such thoroughly retentive learning of French is, I am certain, to be ascribed essentially to the oral method employed and to the spirit of play accompanying each lesson. Both factors seemed to provide an excellent approach and method for learning a foreign language in a case where nearly every disadvantage and handicap existed. The experience of teaching French to the feeble-minded further impresses on the mind the fact (too often ignored) that the beginning of foreign language learning need not be an intellectual activity of a high order, of truly challenging, if not forbidding, material.

A Spanish Language Film

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(*Author's summary.*—The brief description of the making of a Spanish language educational film, "Buenos días, Carmelita," in the Sullivan high school, Chicago, includes a report of the criticisms made by the reviewing boards.)

THE teachers of the modern foreign languages have come generally to agree that the prime task of the secondary language teaching is to develop a reading skill at the level of good, unpretentious, idiomatic prose. The task must ordinarily be accomplished in four semesters. Most of us believe that our duty goes beyond that. The student's pronunciation should be, at very least, competent enough to be intelligible and he should have an aural recognition—an immediate one—of several hundred words.

In any case we have so understood our task in the Spanish department of the Sullivan High School. To furnish the aural training we begin in the third semester a daily program of dictation integrated with graded Spanish records. This patient, methodical work has seemed to pay good dividends. The native voice on the records has had a great success in holding the interest, a sometimes excited, almost tense interest of the students.

It seemed that we should be raising the effectiveness of a good device if the elementary vocabularies were combined to tell a story instead of making small talk about Mrs. Rodríguez' grandmother. Accordingly we planned to make a series of records in which a good native accent would utilize the essential word lists to tell rather carefully plotted stories. But since we were eventually able to put the first of our stories on a movie sound track the "dramatic Spanish records" remains only a good idea. The first unit of a series of dramatic Spanish language movies is, however, a reality. It has been exhibited and used and submitted to a searching criticism.

Although the film¹ was made by a commercial studio that owns the copyright the school was permitted to plan the smallest detail of the unit. Changes in the script in the interests of timing and expediency were negligible. The department was, consequently, free to define its own problem. We chose to believe that a useful language film for the high schools would be vivacious, a good teaching experience and easily understood by students with a year's training. We shall presently examine those aims in the light of some excellent criticism.

Teachers have generally wished to know how much the picture cost, just how it was made, whether it is selling and how useful it promises to be. From information furnished by the studio staff a close guess would put the cost at something over a thousand dollars. The narration was spoken by a

¹ *Buenos días, Carmelita*. 16 mm. About seventeen minutes.

teacher—a cultured Mexican—from a commercial language school. Some few of the actors were paid professionals, including the little girl whose school adventures the film records. Most of the cast were student “types” chosen from Spanish classes at Sullivan. The studio filmed the story in the class rooms and corridors of the school, in the homes of the students and in the streets and parks of the neighborhood.

It doubtless belongs in the record that the children found their movie experience definitely boring. The camera staff was scrupulous about lighting and the weather last summer in Chicago was hot. Scenes were rehearsed endlessly and shot again and again because some youngster had forgotten what he was to do or had looked into the camera—or seemingly for no better reason than excessive caution. Dialogue was not recorded. Some teachers have said that it is quite obvious that the children are talking English throughout the action. That must be reported as a probably valid criticism. However, we did gather into the cast twenty-five beautiful, healthy youngsters who did an enthusiastic job of pantomiming.

An English version of “Carmelita” is distributed to the secondary schools of Latin America. The second unit of the Spanish series will be made, but any further development of the experiment depends upon the success of Carmelita’s first adventures, that is upon its success as a teaching aid. This brings us back to the last question. Exactly how useful will the films prove to be? The best answer that we can hazard to that will be a summary of the criticism from reviewing boards who have appraised the film.

Unanimously the reviewers liked the story. It is all very bright and good-natured, crowded with handsome children, lighted up by the imaginative young directors’² penchant for humor and music.

Teachers and reviewers liked the preparatory reading lesson.

Not only does the reading lesson establish the characters for the class the day before they see the picture. The lesson anticipates almost the whole of the vocabulary of “Carmelita.” The reading lesson is really the first part of a two part story in which the climax is developed in the second, the visual section. Actually the denouement is itself a reading exercise since we see a close up of Carmelita’s hand filling in a tardy card, crossing out and re-writing while she struggles with temptation. Preliminary testing has indicated that ten per cent of the students at the third semester level are not able to follow closely the commentary that accompanies the film nor to read rapidly enough to follow the words that Carmelita writes and scratches off her tardy card. The film exploits the date, number and time-of-the-day phrases. We have no good data to show that the class knew these phrases better after the film lesson. The comical way the youngsters parrot Spanish phrases they hear on the film, trying to imitate the narrator’s accent shows that they are enormously impressed by the experience.

² Grant Evans and Carl Kahn of the Baptista studios, Chicago.

The adverse criticism was succinct and will be easily reported. The air of the narrator was thought patronizing, the use of the "tu" form of the verbs improper, the masculine article with "radio" not good usage.

Members of the faculty of Spanish at the University of Chicago believed that the narration was excessively slow and our insistence upon a Castilian lisp had apparently spoiled a good Spanish-American accent. The Motion Picture Project of the American Council on Education also thought that the commentator spoke too slowly. This fault, they judged, has marred the beauty of the language pattern and, indeed, reduced the narration to the same artificial Spanish pronounced in class by an English speaking teacher.

Critical opinion has pointed out that the narration of "Carmelita" does not always exactly fit the action. The most disturbing fault discovered in the film narration is a kind of static quality; instead of making the best use of our medium to dramatize action words we employed far too many "noun, copulative, adjective" sentences. The decision to emphasize the numbers and time phrases was criticized as unwise and wasteful of our medium since number instruction presents no special difficulties.

Finally, some resourceful teachers who have thought the picture delightful school entertainment consider it essentially just another "stunt," a tour de force that the Spanish club will enjoy.

We quite unselfishly hope that "Carmelita" is more than that. If we have suggested that the weight of the reviews was unfavorable to "Carmelita" then we have been guilty of bad reporting. Indeed, the contrary was true. "Carmalita" has been quite intemperately praised. But the adverse criticism was sound and should be underscored for those interested in the development of the audio-visual devices.

A Modern Modern Language Course

A Plan for Reorganization of the Course in High School French

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(*Author's summary.*—After an analysis of the present language situation, the conclusion is reached that the traditional "classic" French course is out of step with the high school of today. A plan for reorganization, on a "life-centered" rather than on a "college-centered" basis, is offered.)

Why Reorganize?

THE revolutionary change in the high school, from an institution of the intellectual élite to a school for the masses, has left teachers of all subjects bewildered, and many, frankly dismayed. "What shall we teach them?" "What can they learn?" "How low can we drop our standards and still be worthy of the name high school?" "Why aren't they taught the fundamentals in elementary school?" "If they don't know it, fail them!" "No child should know failure!"

In this melancholy chorus the voice of the modern language teacher has often been prominent. Some there are who have even had secret misgivings as to their place in the educational picture of America. When the opinions of certain administrators and educational theorists are considered, the chances of survival for modern languages, as now organized, become even more precarious.¹

But is there no hope? Are modern languages doomed? Is French to have no place in the high school curriculum?

Sadly the conscientious language teacher ponders these questions. Then, turning to most of the other high school subjects, he finds that these too, *as now organized*, are perhaps equally destined for oblivion. Modern languages, then, are not the sole culprits. They are but a few of that great number of activities which are obviously out of step with the modern high school. Modern languages, along with all the others, must rejustify themselves for a place in a modern educational program. If language teachers themselves shirk this vital responsibility, others, less interested and less competent, will certainly appraise the modern languages to the disadvantage of these subjects and the high school students.

At this point the perplexed language teacher may realize that the problem confronting his profession is not: "How can we keep languages in the curriculum?" Rather is it the more fundamental question: "How can we bring the languages in line with the actualities of to-day?" An effective reso-

¹ A recent airing of this pessimistic viewpoint may be found in the report *What the High Schools Ought to Teach*, published by the American Council on Education, Washington, D. C., 1940.

lution of the second question should automatically resolve the first. The plan here presented is an attempt at such a fundamental solution. Before advancing such a plan, however, it is necessary to examine some of the causes underlying the present disturbing situation in the language field.

Exploratory and Prognostic Programs Undeveloped

When the high school was mainly a stepping-stone to college, there was perforce an automatic elimination of the poorer students. Thus there was relatively little need for an exploratory program. The classic grammar-translation language course, although inadequate in many ways, was, nevertheless, a definite need of a majority of high school students.

To-day the high school is no longer primarily a college preparatory institution. Some statistics from the Newark, New Jersey, school system will substantiate this familiar fact.

TABLE I
NUMBERS ENROLLED IN FRESHMAN AND SENIOR CLASSES OF
NEWARK, N. J., HIGH SCHOOLS.—SEPTEMBER, 1940

	<i>Freshmen</i>	<i>Seniors</i>
College Preparatory Course	911	333
Civic Course	499	167
Business Course	1550	509

From Table I it can be seen that, even in the College Preparatory course, the senior class is about one-third of the number of incoming freshmen.² In other words, only one in three reach the upper half of the fourth year.

Having reached the senior class in high school, how many of these students will go on to college?

TABLE II
PERCENTAGE OF NEWARK, N. J. HIGH SCHOOL GRADUATES WHO
ENTERED COLLEGES OR TECHNICAL SCHOOLS

June 1937—23.7
June 1938—24
June 1939—15
June 1940—16.3
Average—19.7

(Each figure is for the year preceding the date given.)

These tables seem to indicate that of every hundred students entering Newark high schools, only about six reach college. Although these percentages may vary in different localities, general observation indicates that the majority of high school students to-day are definitely not college-bound. To offer a college-preparatory language course indiscriminately to all comers is, then, neither wise nor democratic.

² The number of freshmen entering in 1936 approximated the number of freshmen enrolled in 1940.

For the non-linguistic, appropriate and valuable modern language courses can and should be included in the high school curriculum. For the capable and the interested student, on the other hand, opportunities for more serious language study must also be provided.

Before planning such courses, however, the capable should be separated from those who would not profit materially from advanced work. Consequently, an exploratory and prognostic program should be part of every language curriculum. In too many schools this important feature is utterly unknown. In some, it is highly inadequate. It is, in part, to remedy this situation that the present plan is offered.

"Surrender Value"—The Weakest Spot

Since the great majority of high school students do not enter college, it is clear that high school language courses must be largely terminal in nature. They should, to a far greater extent than at present, be "self-sufficient" in the attainment of any goals that we may set up for language study. However these goals may be stated, language study should certainly result in values that will make for fuller living in contemporary society. The student, moreover, should receive "his money's worth" in these life values even if he is forced to drop out of school before he completes the language course.

The lack of this so-called "surrender value" has been, perhaps, the greatest weakness in the traditional language program. It has been the most vulnerable target for the hostile critic.

For students whose formal education will end in high school, the great importance of "surrender value" is too obvious to need further comment. Even for most of those who continue on to college, however, these life values are all but essential if language study is to be fully justified. Wittman and Kaulfers, in a survey at Stanford University, found that only five to eight percent of high school students continued the study of their high school language. "A college-preparatory course for pupils of whom five to eight percent continue the language," they conclude, "is obviously 'preparatory' in name only. For ninety-two to ninety-five per cent it is probably 'preparatory' only in the sense of satisfying unit requirements for admission to college. . . . Foreign languages in the high school, from the figures of 1930-34 and 1934-38 at Stanford University, show a definite need for building an interest and a foundation upon which the student can build and for enriching foreign language courses in high school with materials and activities which will contribute something of greater value for life than a mere 'ticket of admission' to the university."³

To determine how much "surrender value" results with present procedure, let us examine some traditional claims still advanced by most proponents of language study.

³ Wittman, Vera E. and Kaulfers, Walter V., "Continuance in College of High School Foreign Language," *The School Review*, October, 1940, p. 611.

Discipline and Transfer

Mental discipline can no longer be offered as the major aim for language study since the mind can be equally trained on useful material and activities. Automatic transfer of skills to other fields is sometimes claimed as a further value. It has been demonstrated, however, that only the most intelligent are capable of effective generalization. With unselected classes, therefore, general automatic transfer of language skills to other subjects cannot be expected. Teaching specifically for transfer is still unfortunately the exception, and in itself implies a reorganization of the traditional language course.

Reading and Civilization

Since the Coleman report,⁴ which was written to bring language instruction up to date, the most widely accepted goal has been the ability to read the foreign language "with ease and enjoyment." The general practice is now to subordinate all else to the advancement of this aim. But is reading power the ultimate purpose of language instruction? The New York Syllabus of Minima gives the logical answer: The immediate aim is ability to read; the ultimate aim—the appreciation of the foreign civilization. Reading then, is only the means to an end—an end universally recognized as worthy.

The weakness in the reading approach, however, lies in the fact that since so few students master the means, the ultimate goal is very rarely attained. The less competent, because of early "surrender" of the subject and difficulty with its mechanics, are, indeed, very often conditioned *against* the foreign civilization. The capable student, on the other hand, in a mixed class, is often retarded in the full realization of the reading aim.

In short, the "reading approach," although more realistic than more ambitious methods, has not, for the majority of high school pupils, effectively attained its goal—the appreciation of a foreign civilization.

To overcome this weakness there have been numerous efforts to introduce more "civilization" elements into the language course. New York City, for one, has issued a Syllabus in Foreign Civilization, and some fine work has been done there. Textbooks, too, have added more readings in English on aspects of the foreign civilization. As a whole, however, these efforts seem to be so much patch-work superimposed on an otherwise traditional language course. The "civilization" presented in the text, very often has no organic connection with the lesson itself. It is small wonder, therefore, that so many teachers skip this feature entirely, while others give it scant attention.

To resume, some fundamental causes of the present chaotic language situation seem to be: (1) The lack of an adequate exploratory and prognostic program, resulting in unselected and unwieldy classes; (2) the general inclusion in the curriculum of but one "college preparatory" course for all

⁴ Coleman, Algernon—*The Teaching of the Modern Foreign Languages in the United States*, 1929.

students choosing a particular language; (3) the low "surrender value" of present language courses, especially for the large numbers who early give up language study; (4) relegation of the foreign civilization to a place of minor importance in practice, if not in theory.

A basic reorganization of the modern language curriculum is clearly an urgent necessity.

The Modern Modern Language Course

To plan such a course realistically, we must start, not from tradition, but from life itself. Where in the present and future experiences of our students is an acquaintance with the foreign language and civilization necessary or useful? Which worthwhile life activities could be initiated or enriched; what desirable attitudes developed through this course? If our course is firmly tied to life activities, it will have the strongest motivation possible.

A suggested outline for such a life-centered course in French will now be presented. Although many of the features of this program are not entirely original nor startlingly novel, it is hoped that, by its organization and particularly by its change of emphasis, this plan will aid in putting the teaching of French on a firmer and healthier basis.

THE PLAN

General Organization

The course will consist of two parts:

1. A one-year course in Basic French for all students electing the language.
2. An Advanced French Course of two or three years for students who have completed the Basic Course and are recommended by the teacher as likely to profit by advanced work.

The Basic Course

The Basic French Course might be labelled "French Civilization for American Life." It is primarily an attempt to give greater understanding, greater skill in handling, and greater appreciation of those aspects of French civilization which students are now meeting and will continue to meet throughout life. A secondary object of this course will be the enrichment or initiation of other desirable life-long activities springing from an acquaintance with the civilization of France. As these goals are realized, attitudes and appreciations essential to good citizenship cannot fail to result.

The Basic Course will at the same time be an exploratory and prognostic agency for discovering the capable and weeding out the obviously unfit. It is generally conceded that a language course is more reliable for this purpose than the present language prognosis tests. In contrast to an exploratory course like General Language, moreover, the Basic Course will have the time to lay the foundation in the fundamentals of one language. While serving to

gauge ability, this will also give preparation to those students who will go on to the Advanced French Course.

The Basic Course should encourage more pupils to continue the study of the language since it will introduce them very early to some of the beauties that lie ahead, instead of asking them to overcome mountains of difficulties before giving them a glimpse of the "promised land." Some suggested activities for the Basic Course will be given later.

The Advanced Course

The Advanced French Course will aim primarily to satisfy the needs and interests of the competent. Students preparing for college and the professions, for example, have a definite life need for knowledge of a foreign language that does not exist for the majority of unselected students. For capable and interested pupils, whether headed for college or not, this course will answer an intellectual and cultural need.

Although this advanced course will more closely follow the present syllabus for second, third, and fourth year French, there will at the same time be a systematic continuation and elaboration of the cultural elements begun in the Basic Course.

With only competent and motivated students in the advanced course, the reading objective could be realized to a degree rarely attained in the unselected classes of to-day.

A Reversal of Emphasis

From these general indications, it will be seen that, in this plan, the present organization of the French curriculum has, in a sense, been reversed. The civilization of France, especially as it affects American life, becomes the *immediate* goal for all, while reading in French and a deeper acquaintance with French civilization are the ultimate aims for the capable.

Within the Basic Course there is a parallel reversal of emphasis. The immediate primary object here is greater understanding and more skilful handling of actual French elements in everyday American life. From this "point of contact" it is often possible to work back to deeper concepts essential for fuller living.

A Survey

To ascertain at first hand what actual French elements our students are now coming in contact with, a modest survey was made. A group of 120 French students was asked to record carefully, with exact source, any French, or reference to France and its civilization, heard or seen while engaged in normal activities. This was to be done during a three-day week-end period.

Only seven of the group claimed they did not meet any French elements. From the reports of the rest, some typical items are here given:

Source

1. *It Can't Happen Here*—Sinclair Lewis
2. Geometry book
3. News articles, New York Times.
4. Newspaper sports story.
5. Newspaper comic strip
6. Restaurant advertisements
7. *For Whom the Bell Tolls*, Ernest Hemingway
8. Ellery Queen Mystery
9. *Kidnap Murder Case*, S. S. Van Dine
10. Perfume bottles
11. Box of cheese
12. History book

Source

1. Film, *Melody Ranch*
2. Radio sports talk
3. Radio news commentators
4. Radio musical programs
5. Radio: Metropolitan Opera House Broadcast

French Seen by Students

1. "Emma Jessup was a cordon bleu at making lemon pie."
2. Arc de Triomphe de l'Etoile
3. Chargé d'affaires; mal à propos; croix de guerre; en masse; matériel; coup d'état; Loire; Bordeaux; "Vichy Sabotage is Charged by Nazis"
4. hors de combat, carte blanche
5. "And now comes the pièce de résistance of our program"; aide de camp
6. Table d'hôte; lobster thermidor, bouillabaisse à la Marseillaise
7. Ile de la Cité
8. Fait accompli; coup de grâce
9. Billet-doux; crêpes suzettes; croix de guerre; grand coup
10. Soir de Paris; Suivez-Moi
11. Canapés; hors d'oeuvres
12. Napoléon le Petit

French Heard by Students

1. Cherchez la femme
2. Esprit de corps
3. Sabotage; espionnage; chargé d'affaires; old régime
4. "Jewel Song" and "Soldiers' Chorus" from *Faust*; Selections from *Carmen*; "Le Rêve" from *Manon*; "Alouette," Ravel's "Bolero"; "Carnaval des Animaux" by Saint Saëns
5. "La Fille du Régiment," opera by Donizetti

In the complete tabulation, the items of French seen outnumber those of French heard. Since, however, this written French will be used in spoken English, and since the radio and cinema are growing in importance, there are ample reasons for including many oral and aural units in the Basic French Course.

Even for the present normal experiences of our students, this list of French contacts is far from complete. A study covering a longer time-period would certainly increase it. In setting up an effective course of study, moreover, probable future experiences, both vocational and leisure, must also be taken into account. The following suggested syllabus is a step in this direction.

This program begins from some experiences which all of our students are very likely to have. It then attempts to analyze the need for an acquaintance with French civilization inherent in these life situations. Finally, some procedures for meeting these needs are offered. In addition to this, the Basic Course also endeavors to enrich and add enjoyment to probable leisure activities, and to initiate others of great value.

Since the first year program is the foundation in this plan for reorganization of the French curriculum, the syllabus here offered will cover only the activities of the Basic French Course.

SUGGESTED SYLLABUS FOR BASIC FRENCH

PART I: MEETING LIFE NEEDS

Predictable Experiences of our Students

A. *They Will Be Citizens in a Democracy.*

Needs

Broad vision, "world mindedness," tolerance, respect for achievements and rights of others; understanding of background and problems of our democracy.

Activities

Practically all activities later specified in this course.

Especially related units:

1. The French in United States History, through study of French place names.
2. Contributions of French civilization in science, art, literature, etc., through readings in French and English, as well as visual and aural approaches.
3. Geography, history, and customs of France by methods used in (2).

B. *They Will Use the English Language.*

Needs

1. Understanding and skill in handling of French words, phrases, and sentences commonly used in English.

Activities

1. Study of French in English, divided into units:
 - a) French found in texts of some other school subjects: History, economics, English (Shakespeare), etc.
 - b) Principles of French pronunciation by means of dialogues, songs, games, etc.
 - c) French terms in cuisine.
 - d) French on map of United States.
 - e) French in art, design, music.
 - f) Other French expressions often used in English.
 2. Units on:
 - a) French geography, history, customs, etc.
 - b) English literary works with French background (Stevenson's *Travels With a Donkey*, etc.)
 - c) Film *The Chateau Country*
 3. a) Unit: Cognates in English and French.
 b) Unit: History of the English language, with special attention to Latin and French elements.
 c) Study of selections in English, with direct application of principles learned from above units.
 4. a) Immediate application to English of grammatical principles common to both languages.
2. Understanding of references to France and her civilization in English reading.
 3. Insight into the development of the English language for better grasp of meanings, spellings, etc.

C. *They Will Work for a Living.**Needs*

1. In many professions a knowledge of French is necessary or very useful. Among these are: teaching, journalism, literary and scientific research, medicine, pharmacy, law and library work.
2. In many fields a knowledge of French is useful, if not absolutely necessary. Some of these are: art, designing, aviation, radio, restaurant work, nursing, and some types of commercial work.
3. Accurate use of English is essential to success in many occupations such as stenography and office work of all kinds.

- b) Translation into English of carefully chosen French selections, stressing "right word" and good style.

Activities

1. All activities of Basic Course will aid in discovering students likely to succeed in professions, and will give these encouragement and foundation for further study.
2. a) Most activities of Basic Course will give students preparing for these trades sufficient background for further self-study.
b) Unit: The metric system and its uses.
3. Activities under B.
The practice of immediate application to English, should give to the Basic French course far greater vocational value than at present achieved in foreign language work.

PART II: THE FULL LIFE: ENRICHING LEISURE ACTIVITIES

*Predictable Leisure Activities of Our Students*A. *They Will Listen to the Radio.**French Contacts*

They Will hear:

1. French Music

2. French opera

3. Programs having French background or based on French literary works.

Enrichment Units

1. With use of recordings and illustrative material, following units can effectively be presented:
 - a) French folk music
 - b) Major French composers and representative works. Also influence of French music on music of other countries.
 - c) Some popular French music of to-day.
2. Study in "tabloid" form of the two most often heard operas:
 - a) *Carmen*
 - b) *Faust*

Special stress is to be placed on words, in original French, and music of celebrated arias.

Memorization of some well-known portions of these operas as "Toreador Song" from *Carmen*, and "Soldiers' Chorus" from *Faust*.

Also other operatic selections frequently broadcast.

3. a) Reading of French literary works in simplified form and in English translation
b) Units on French geography, history, etc., as above.

B. They Will Read Newspapers, Magazines, and Books in English.

1. Acquaintance with French civilization often of great value for full understanding and appreciation of articles, stories, fiction, biography, etc., especially if these are translations from French.
1. Cultural units, as outlined above.

C. They Will Go To The Movies

1. Many films are based wholly or partly on some aspect of French civilization. Others use France as locale. Examples: *Life of Emile Zola*, *Marie Antoinette*, *The Hunchback of Notre Dame*, *The Man in the Iron Mask*.
1. Units especially applicable:
 - a) Great Men and Women of France.
 - b) Highlights of French history, in simple French and in translation.
 - c) Film: *Paris the Beautiful*; followed by unit on well-known landmarks and their historical associations.
 - d) Reading of English literary work having Paris background.
 - e) French personalities in Hollywood.
 - f) Study of current film on French theme.

PART III: THE FULL LIFE: INTRODUCING NEW LEISURE ACTIVITIES

Some Leisure Activities That Can Be Initiated by the Basic French Course

French Contacts

- A. Interest in French radio broadcasts, domestic, Canadian, short-wave, etc.
- B. Interest in French music and opera; building of record collections; concert and opera attendance.
- C. Travel in Quebec and other French-speaking regions.
- D. Interest in cinema of France.
- E. Reading in French with interest in French literature for those competent to continue to Advanced Course.

Experimental Units

- A. 1) Unit on French radio vocabulary.
- 2) Classroom reception of French radio programs, with advance preparation, if possible, by correspondence with program directors of particular stations (WNBI, 17,780 kilocycles, New York, and other stations broadcast daily programs destined for France and colonies.)
- B. Activities under French music and opera heard on radio.
- C. Unit on French-Canada, including highway-signs, localisms, customs, etc.
- D. 1) Unit on a French film soon to be shown at local theatre or scheduled as school project.
- 2) Stars of the French cinema.
- E. Units which will lay foundation for Advanced Course.

Organization and Administration of Basic French Course

1. Failures

Teacher should fail only:

- a) Students showing no effort.
- b) Students, who, although unsuccessful, insist on taking advanced course.

2. Non-Linguistics

Students not recommended for advanced course could:

- a) Take special second year non-college French course organized on similar lines. The need and content of such a course will be determined by the results of the Basic Course.
- b) Take similar basic civilization course in Spanish, German, or other language.

3. Teachers

If Basic French Course is to be a success, it must be assigned to skillful, progressive, and enthusiastic teachers.

4. Interdepartmental Cooperation

- a) Teachers from other departments could cooperate by presenting technical aspects of French music, art, science, etc. French teacher would, at same time, take over classes of visiting teacher for discussion of French aspects of music, art, science, etc. Long-range schedules of interchange of teachers would be worked out in advance.
- b) Coordination with English, History, and other departments will avoid duplication of books, and insure maximum chronological correlation of topics.

A French Course?

A casual perusal of this syllabus may immediately elicit the following criticism: Granted that these activities are highly desirable, can Basic French still be called a French course? Could it not be turned over to the social science department with equal or comparable results?

A closer study of most of the activities will, however, soon show that the trained language teacher is the only person capable of leading this important program. French is of necessity a vital part of this course. To demonstrate this, let us examine a possible plan for a typical unit.

Unit: *French Cuisine Terms Used in English*

A. Contact

1. French cuisine terms commonly used in English, gathered by students.
2. Their pronunciation and meaning.

B. Elaboration

1. Vocabulary of foods, cooking, restaurants, etc. in French.
2. Reading in French, using material which features cuisine vocabulary.
3. Grammar needed for comprehension: partitive.
4. Dramatization, songs, games, etc. with vocabulary of unit.

C. Application

1. Additions to original list of French cuisine terms used in English.
2. Analysis and interpretation of menus, recipes, cook books, etc. from restaurants, homes, domestic science classes, newspapers, etc.
3. French foods and dishes in American life.
4. Tests and measurement of mastery in handling French cuisine terms used in English.

It is readily apparent that, in all three sections of this unit, French is an integral part of practically every activity. Section B is composed entirely of French language elements. It is included, (1) to give deeper understanding

and greater skill in handling French cuisine terms found in English; (2) to add zest and interest to classroom work; (3) to gauge language ability; (4) to give foundation for those who will continue to Advanced French Course.

Each unit of the Basic Course may not be organized exactly like the one here outlined. In general, however, significant language work can be introduced in the section entitled "Elaboration." Thus, in connection with the unit on French in Art, Design, and Music, the French vocabulary of clothing, colors, etc. could be studied. The metric system offers a good opportunity for work with numbers. Many other possibilities will readily suggest themselves to the enterprising teacher.

This language work, it should here be emphasized, becomes far more meaningful to the student since it is done in relation to a practical problem within his experience.

Methods

By its very organization, the methods of the Basic French Course will be unorthodox and varied. The teacher will not be able, as a general practice, to assign "the next ten pages" in a standard text. At the outset, he will be challenged to locate, adapt or originate materials and activities suitable for any particular unit. Reading selections may have to be chosen from different sources, as the occasion demands. In addition, the teacher of Basic French must make far greater use of modern visual and aural aids: the film, sound film, phonograph, realia, etc. Their value has already been indicated by their specific inclusion in the suggested syllabus.

In short, the teacher must, as far as possible, bring into the classroom the actual life situation being considered. He must then encourage activity and participation by the students in every phase of the work.

Summary and Conclusions

It has been shown that the study of French civilization fills definite needs in the lives all high school students are and will be leading. An analysis of the current language situation led to the conclusion that present-day curricula and procedures do not generally meet these needs in effective fashion. An attempt was then made to demonstrate that these needs can better be satisfied through a realistic French course, clearly correlated to life activities.

A plan for such a program was presented. It consists of a one-year Basic French Course for all students and a two or three-year Advanced Course for the competent. Suggestions for a syllabus for the Basic Course, the heart of the program, were then offered.

Among the merits of this plan for reorganization are the following:

1. The Basic French Course is of definite life value to *all* students, including those who may take only part of the course.

2. As an exploratory and prognostic technique, the Basic French course is a valuable part of the school guidance program.

3. Waste and inefficiency connected with unselected advanced classes are reduced.

4. Faster progress possible with students of Advanced French Course should lead to fuller realization of "reading objectives."

5. The whole French Course is easily organized and administered:

a) Outwardly, the French program is organized as at present. No new courses of study need be set up, as for General Language.

b) There need be no division of students into college preparatory and civic classes, as currently practiced in other high school subjects. Abnormal class sizes are thus avoided, and scheduling simplified.

If the French program is firmly tied to life rather than artificially nurtured by tradition, it will be truly a modern modern language course and will, of its own strength, take its rightful place of importance in the American high school curriculum.

Some Materials Useful for Basic French Course

A. Books in Simple French

1. Hills and Dondo—*Contes Dramatiques* (Heath)
2. Méras and Célières—*Contes Populaires* (Houghton Mifflin)

B. Books in English

1. Peck and Méras—*France, Crossroads of Europe* (Harpers)
2. Price, E. C.—*Stories from French History*
3. Dickens, Charles—*Tale of Two Cities*.

C. Bilingual Plays

Brenman, M.—*Modern Language Plays and Programs* (Walter Baker)

Contains play on French place names in United States, and other dramatized civilization material.

D. French Cuisine Terms Used in English

Lembi and Kaulfers—*French Expressions Used in English*. (*Modern Language Journal*, December, 1940.)

E. Phonograph Records

1. *French Folk Songs for Children* (Decca) in two volumes. A copy of all words on records is furnished with each album.
2. French operatic selections. See catalogues of Victor, Columbia, and other companies.

F. Films

1. *La Gare*—16 mm. sound. (Gaumont British)
Excellent French short, made especially for language study.
2. *Paris the Beautiful*—16 mm. sound. (in English).

G. Bulletin

La Semaine à New York—Events of the Week (motion pictures, radio, concerts, etc.) related to the French language. Foreign Language Department, Board of Education, New York City, N. Y.

Reflections on the Prospects of Another Spanish Boom

By one who vividly recalls the last one

MCKENDREE PETTY

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(Author's summary.—From the steady progress of French and German, which claim only a cultural and disciplinary value, one infers that a great mistake was made, during the last boom, in claiming only a *practical value* for Spanish. By keeping our heads in the present boom, we can avoid the mistakes of the past.)

THOSE of us who can remember back twenty years or more receive the news of a possible "boom" in Spanish with mixed emotions. We are glad that the language is once more receiving the attention which we believe that it should have had right along, but we can not help worrying as we recall previous mistakes and wonder if they are going to be made again.

Everyone knows the history of Spanish as a subject. Prior to 1914 it stood a poor third among the Modern Languages and was taught in only a few of our schools and colleges. By 1920 it had run far ahead of German and was even giving French a hard battle for its hitherto undisputed position at the head of the list. About 1927 the recession began, the ebb continuing with ever increasing rapidity until, somewhere in the mid 1930's, the low water mark was reached. Now, it would seem that the pendulum has begun to swing in the other direction. The tide is again coming in. And the question now confronting us is—Can we this time arrange things so as to assure Spanish a *constant* depth of water, or is the language again to be left stranded high and dry after another five or ten years of popularity? Or, to use another familiar figure, can we provide Spanish with a sort of "ever normal granary" of popularity and thus avoid both famine and surplus? The answers to such questions lie in the *future conduct of the teaching profession*. If we seek to *control* the boom by the use of common sense we can secure for Spanish a permanent "place in the sun." If we again follow the "après moi le déluge" type of philosophy, history will simply repeat itself.

Merchandise is sold by means of propaganda calculated to attract the attention of the public and to create a demand. The wise merchant, with an eye cast far into the future, makes no claim for his wares which can not easily be substantiated, and thereby assures for himself a modest (perhaps) but *continuous* business for a long time to come. The dishonest, and therefore *not* so wise, dealer thinks only of making a "killing" in the shortest possible time. With that end in view he makes sensational claims for his product and extravagant promises which he knows can not be fulfilled. For a short time business is good, but the demand vanishes as soon as the public discovers that it has been duped. The latter was the case with Spanish twenty years

ago, although in justice it should be recorded that the source of most of its sensational advertising lay *outside* the teaching profession.

Like any other article of merchandize the languages all have their "selling points." For example, French is represented as being (a) the language of cultured and well-educated people all over the world, (b) the language of diplomacy, (c) the language of some of the world's greatest thinkers, and (d) the language in which some of the world's greatest literary masterpieces were written. German boasts of its great literary works, its disciplinary value and its many works of scholarship, particularly those in the scientific fields. But Spanish, a language as rich in cultural values and truly great works of literature as either French or German, attained its high position of twenty years ago because of its alleged value as a *commercial* language!

Everybody knows what happened. When war forced the people of Latin America to turn to us for their supplies of manufactured goods which had formerly been purchased in Europe, a great deal was said and written concerning the *practical* value of Spanish. According to various and sundry returned travelers, journalists, magazine writers, statesmen, notables, etc., etc., the demand for persons with a knowledge of Spanish far exceeded the supply, and as a result of this ballyhoo students flocked by the thousands to Spanish classes all over the country. In our institutions of learning, from the eighth grade on up, courses in Spanish were hastily improvised or expanded to accommodate the rush. Spanish was also taught in night schools, by correspondence, by private tutors. At first, because of the dearth of teachers, anyone with the merest smattering of the language could qualify. Teachers of other subjects which happened to be temporarily or permanently in eclipse forsook their own barren fields for the greener pastures of Spanish. Latin Americans and Spaniards suddenly discovered that they could command fabulous salaries teaching their native tongue to American students. Soon the colleges and universities were graduating hundreds of young men and women who had received a more or less sketchy preparation for the teaching of Spanish. Spanish grammars, composition books, readers, classroom editions of novels, plays, short stories and verse came off the presses in a flood year after year. Ironically enough, the boom in Spanish seemed to benefit *most* those who had the *least* to do with promoting it—namely, the teaching profession and the publishers of textbooks.

Why did the Spanish boom collapse? What made the bubble burst? Three answers are suggested:

1. As soon as they found Europe to be once more accessible, the Latin Americans reduced their purchases from firms in the United States.
2. The alleged demand for persons with a knowledge of Spanish was probably more imaginary than real. At best it was greatly exaggerated. Aside from a *very few*, those college graduates who tried to sell their knowl-

edge of Spanish to business and industry received such answers as "We don't do business with Latin America," or, "We very rarely receive letters written in Spanish. When we do get one we send it over to the translation bureau," or, "We have a Cuban who handles all our Spanish correspondence," or, "Yes, we have several vacancies in our branch offices in South America, but those we send must have had several years of special training and experience in *our* line or work. Your knowledge of Spanish is all very nice, but *you must have something else to go along with it*," or "Well, here's a letter that came in from Guatemala this morning. What does it say?—WHAT?—You don't recognize the words? Who told YOU you knew anything about Spanish? Get out."

3. Considering such factors as teachers, teaching methods, the textbooks then available, and the amount of time and effort that the student was willing to devote to it, it was impossible to train anyone except the most brilliant and persevering to meet that demand which was supposed to exist. There was no adequate technical and industrial dictionary. The few correspondence manuals and commercial readers that soon made their appearance could and did no more than scratch the surface. With rare exceptions, students taking Spanish because of an interest in *Latin America* had to sit in classes conducted by teachers who might possibly have been in Spain, but who knew nothing of Argentina or Mexico or Chile or Venezuela, and cared even less. They had to read classroom editions of the works of *Spanish* authors.* Their practical vocabulary came from the conventional composition and conversation book, and was limited to such terms as the average tourist might find useful. All of which was very fine as far as it went, but it was far from adequate training for the would-be translator, writer of business letters, commercial traveler, office worker, mine or plantation foreman, diplomat, or what have you? It was all very fine as far as it went. It was unquestionably the very best that could be done. BUT—it was *wholly inadequate*. And so—believing that he had asked for bread and received a stone—the student turned sadly away from the study of Spanish. He never realized that he had been asking for the impossible.

In the meantime what had happened to French and German? The former maintained its place at the head of the procession, suffering only from the general prejudice against all language study. The latter, once the old war animosities had been forgotten, forged ahead steadily, its gains being made chiefly at the expense of Spanish. There should be a moral in the fact that neither French nor German ever laid any stress worthy of mention on its purely *practical* value.

* There is an answer to this as good as it is obvious. We have not given it, because it would be only a digression from our main topic.

How can this prospective boom in Spanish be controlled? How may we assure for it an "ever normal granary" of popularity? Merely by profiting from the lessons of the past. To be more specific, let us this time:

1. Say to prospective students and to the public in general, "We recommend the study of Spanish (a) for the great cultural enrichment that it will give, and (b) as a patriotic duty, a gesture of good will toward those sister republics of the Western Hemisphere with which the future of our own nation is so closely linked, (c) while making no guarantees or promises of any kind, we recognize that Spanish *may* have a certain practical value to those willing to give to it at least four years of the hardest kind of study."

2. Require of all majors in Spanish supplementary courses in the history and geography of both Latin America and Spain.

3. Refuse to recommend as teachers of Spanish any except those who, in addition to an excellent scholastic record and abundant promise of professional success, also have a genuine love for the culture and peoples of the Spanish-speaking countries and a full understanding of Latin psychology. Require as a prerequisite to such a recommendation a minimum of three months of residence and travel either in Spain or in Latin America, preferably the latter.

4. Be constantly on the alert not only to defend Spanish and language study in general from attack, but also to refute or deny any extravagant claims for Spanish which *we* know, but the public does *not* know, cannot be substantiated.

Summing it all up, let us both *keep* and *use our heads* this time.

French Spelling

EDWIN B. DAVIS

Rutgers University, New Brunswick, New Jersey

(*Author's summary.*—A review of proposals for changes in French orthography published in *Le français moderne*.)

THE periodical *Le français moderne* published in 1939–40 a series of six articles presenting proposals and plans for changes in French spelling.¹ These are interesting in themselves and also throw a sidelight on the project for changes in English spelling printed in the May issue of the *Modern Language Journal*. For the benefit of those who may not have had access to the original French articles a summary with comments is here offered.

The French project was sponsored by the editor of *Le français moderne*, Albert Dauzat, who is favorably known to us by his many treatises on linguistics, especially by his *Histoire de la langue française*. With him was associated Jacques Damourette, known as co-author of the recent monumental six-volume *Essai de grammaire de la langue française*.

Dauzat bases the inherent need for revision on the grounds that while the present orthography represents fairly well the pronunciation of Philippe-Auguste (1165–1223), it has in many respects only remote relations to the pronunciation of today.

A plan had early in 1939 been approved by the *Temps*, the *Figaro* and the *Œuvre*, and Dauzat now throws open the columns of his review for “la discussion la plus large, la plus impartiale, pour trouver un terrain d’entente, —pour aboutir.” He proposes also to submit “un programme modéré de simplifications” to the French Academy.

Damourette then gives a brief historical sketch of the development of French spelling and in some detail the changes he proposes. Dauzat again takes up the discussion. He states that the plan of his colleague is at present out of the question because of its radical nature and he proposes graduated changes, less extensive and less abrupt.

He has found no opposition to the general principle of revision; the teachers’ unions heartily approve it. But in spite of previous efforts at change made by scholars of the highest rank, all have failed in modern times to accomplish adequate results.

Fifty years ago the *Ministre de l’Instruction publique* appointed a committee to draw up a plan of spelling revision. The movement failed, so Dauzat thinks, partly to be sure because of ill-informed opponents but also because it worked behind closed doors and had no touch with writers, publishers and printers, and with the source of lexicographical authority, the French Academy.

¹ *Le français moderne*, 7, 1–5, 103–111, 243–255, 293–299; 8, 3–9, 97–101.

Damourette specifies particularly as approving a revision of French spelling, besides his collaborator Dauzat, also Ferdinand Brunot, Léon Clédat, André Billy and Maurice Grammont, who has used a simplified spelling in several of his books and in many of his articles.

In the letter which Dauzat addresses to the Academy, he cites in favor of revision two of its members Abel Hermant and Paul Valéry. He quotes, from an address made by the latter on October 25, 1939 to the French Academy, a passage concerning French orthography "malheureusement fixée en toute ignorance et absurdité par les pédants du dix-septième siècle . . ." stating ironically: "Sa bizarrerie en a fait un moyen d'épreuve sociale; celui qui écrit comme il prononce est en France considéré inférieur à celui qui écrit comme on ne prononce pas."

Dauzat stresses two points, first the advantages a simplified and rationalized spelling offers in the teaching of children and the check it would provide on a recent deterioration in the ability to spell according to the book, as shown by examination records. Second, the increased facility for foreigners in the learning of both oral and written French that would result from such an orthography.

He proposes a period of ten years during which both spellings should be accepted in the schools.

The details of his very modest plan are presented under five headings.

1. Double letters should as far as possible be made single, especially *ll*, *tt* and *nn*, e.g. *épèle tèle, jète, grelotte, consone, done, honneur*, etc.

2. Plural *x* should be changed to *s*, e.g. *joujous, chevaux*.

3. The dieresis should be used with a pronounced *u* after *g*, e.g. *aiguille, argüer*, and *c* for the fricative *t*, e.g. *nacion, confi lenciel*.

Interior *x* should be replaced by *z* when so pronounced, e.g. *sizième*, and *siz* and *dis* used for *six* and *dix*.

4. Some silent interior letters should be dropped, e.g. *p* from *dompter*, *d* from *poids*, *c* from *scie*.

5. *Forsenê* and *herce* should be used for *forcenê* and *herse* because the latter forms violate the original sources.

This is a great diminution in the extent of the changes proposed by Damourette in his plan. In fact, as the latter admits, if his devices were consistently and fully applied a page of French would be so richly specked with diacritical marks that it would look like a page of Arabic.

In commenting on this venture, I am particularly struck by the frontal attack upon, or rather appeal to the highest authority by such outstanding scholars and by the broad realistic character of the two reasons offered, pedagogic and international.

The chief reason for us too may well be the defense of our children from the difficulties and inconsistencies of our present mode, for it is merely a mode, created by books written by men like ourselves, neither wiser nor better—may we say without immodesty.

When Dauzat speaks of the deterioration of ability to spell in the schools, it might be any American school or college teacher speaking through him.

The appeal to one's ambition to spread abroad in other lands one's vernacular would, I imagine, not count for much with English people and Americans. Our attitude seems to be generally: Take it or leave it.

The proposal of a period of ten years during which either the modern or the traditional spelling would be accepted in the schools might be well worth trying.

There has never been any difficulty in France in securing the approval of intellectuals for a program that appeals to their reason. They are more open to conviction than the minds of many English scholars. The chief difficulty for them is to come to an accord productive of adequate results. Dauzat himself comments on how, "le Français, hardi dans le domaine des idées, devient routinier sur le plan pratique, dès qu'on veut toucher, si peu que ce soit, à ses habitudes."

Fortunately we have never resorted much to the special characters such as accents, umlauts, tildes, in English and have for many sounds such a catholicity of taste in spelling as to leave open several avenues of escape from ambiguity without recourse to such impediments.

Finally, if the judgement of one of the foremost linguists and proponents of rationalization of orthography is to profit us, here is a lesson that we may learn from the not too remote experience of a people and State that were recently similar to ours in many respects.

Any body or committee undertaking to revise our orthography should get into contact and keep in contact not only with teachers, who are of course vitally concerned, but also with writers, and publishers and printers, who are also vitally concerned. They should keep in touch with the public through the Press and should move through the highest State authorities—the Governor and the Legislature. Even the vigorous campaign for spelling reform of our doughty president, Theodore Roosevelt, was unable to make headway without such official support.

In conclusion, let me again request all interested to send to the present writer any comments, from the most favorable to the most antagonistic, on the plan presented in the article entitled "English Spelling" in the May, 1941, issue of the *Modern Language Journal*.

• Meetings of Associations •

MISSOURI MODERN LANGUAGE ASSOCIATION

THE MODERN LANGUAGE ASSOCIATION of Missouri held its annual meeting at the Hotel Statler, St. Louis, on December 5, 1941. The president, Miss Elsa Nagel, University of Missouri, was in the chair.

After the luncheon, the International Choir of Cleveland High School, St. Louis, under the direction of Miss Charlotte Louise Mann, presented a group of folk songs in Latin, French, German, Spanish, Italian, and Hebrew. Dr. John Wolf, Department of History, University of Missouri, gave a forceful and timely address on "Modern Languages in the Contemporary World," stressing the need of modern foreign languages in modern historical studies and in international understanding.

An unusual feature of the activities of the association was the two-booth exhibit in the Municipal Auditorium, central meeting place of the Missouri State Teachers Association, which was convening at the same time. Miss Bessie Wolfner, University City High School, was in charge of the exhibit.

Officers elected for 1942 are: president, Dr. Max L. Basemann, University of Kansas City; vice-presidents: French, Miss Winnie Timmons, Soldan High School, St. Louis; German, Dr. Anna Lou Blair, Southwest Missouri State Teachers College, Springfield; Spanish, Miss Marian C. Fette, Hannibal High School; secretary-treasurer: Miss Velma Shelley, Westport High School, Kansas City; executive committee member: Dr. Jacob Warshaw, University of Missouri.

EDNA WOOD, *Secretary-Treasurer*

*University Laboratory Schools
Columbia, Missouri*

CONFERENCE OF THE NFMLT IN CONJUNCTION WITH THE NEA MEETING HELD AT BOSTON, JUNE 29-JULY 3, 1941

AS PART of the Seventy-Ninth Annual Convention of the National Education Association, held at Boston June 29 to July 3, 1941, the National Federation of Modern Language Teachers sponsored a conference on the general topic: "What Lies Ahead for the Modern Foreign Languages." The meeting was organized by the New England Modern Language Association in co-operation with the Department of Secondary Teachers. Professor Edith M. Gartland of the Teachers College of the City of Boston presided. The conference took place at the Girls Latin School Hall on Monday afternoon, June 30. In addition to Professor Gartland the members of the committee included Professor Charles W. French, of Boston University, Professor Taylor Starck of Harvard University, Frederick E. Hawkins, of Hope High School, Providence, R. I., and Michael S. Donlan of the Dorchester High School for Boys, Boston. The speakers were Professor Olinger, of New York University School of Education, Mr. Richard Pattee, of the Cultural Relations Division of the Department of State, Washington, D. C., and Dean Henry Grattan Doyle of George Washington University. It was a very successful conference and was attended by about 250 modern language teachers.

In introducing the first speaker Professor Gartland pointed out that we modern language teachers are doing our humble part to keep the humanities in education. Professors of education

have been trying to crowd the modern languages out of the secondary school curriculum, "but fortunately we have one speaker (Prof. Olinger) who is both a professor of French and an educationist and can see the problem from both angles."

In his address Professor Olinger emphasized the superficiality and lack of soundness of the conclusions arrived at by investigators of the last twenty years. To be sure the *Modern Language Study* (1924-1927) gave us some worth-while aid, but it left us "the challenge to teach a foreign language in two years, and the main aim to develop the power of reading it with ease and enjoyment." Professor Olinger is of the opinion that "The Coleman Committee evidently accepted any conditions if only the languages were accorded a place in the curriculum." This timidity was unfortunate, since the critics of Modern Languages have used the limited results, in the case of many pupils, of two years of language study, as an argument against the study of Modern Languages.

Modern Language teachers have not been adequately represented in committees investigating educational problems. Witness the committee set up in 1935 to make "An inquiry into the character and cost of public education in the State of New York" and also witness the American Youth Commission and its special committee on the secondary school curriculum which produced the startling pamphlet *What the High Schools Ought to Teach*. Professor Olinger points out: "But again we find the absence of any treatment of the problem of educating the pupils, just the usual emphasis upon preparing pupils for jobs, or vocational aims." More astounding still, "they go so far as to advise a mobilization of American Youth in work camps à la Hitler. We Modern Language teachers must deplore this sudden tendency to train students rather than to educate them. It is our duty to fight this battle, not only in our own interests but in the interests of our pupils themselves. Some of the most solid value of American education are at stake."

The second speaker, Mr. Pattee, raised the question: "What type of language teaching should our young people have?" He said that even under present conditions it would be unfortunate to overemphasize the importance of Spanish and Portuguese. These languages should receive their due without crowding out other languages of long standing. French, German and Italian still have their old values. "As the chairman said, we are trying to defend the humanities."

Through the languages of our southern neighbors we can reach their minds. Latin Americans have great respect for the humanities, greater respect than we have, and they are more language conscious. There should be no question of our imposing our culture on Latin America, but there should be reciprocity—a mutual exchange of culture. Interest has been aroused in the project, but without their language only very limited results can be attained. There has been an interchange of intellectuals but our envoys to South America, for the most part, did not know Spanish or Portuguese and the results were poor. John Erskine delivered his message of good will through the medium of French. Only a small elite class of South Americans can be reached through French.

The problem of language is a problem of the school departments. There are no short cuts. We cannot depend on translations. If the decline of foreign language study continues we shall be even more handicapped in our dealings with South America, and there is no escape from the hard ways of learning the language.

Dean Henry Grattan Doyle, the third speaker, declared that all intelligent Americans need a knowledge of foreign languages to understand the world of today. Educators who have discouraged the study of foreign languages are narrow-minded and unrealistic. They betray a tendency toward race superiority. Language and number skills are important to people of all intellectual levels. Some educationists are so undemocratic as to say that it is useless to try to raise the educational level of the people. This is defeatism. We need to educate our educators. They have been wrong about many things in the past. Witness the historic "boner" of one prominent educationist "that the teachers should deliberately reach for power and then make the most of their conquest. They will definitely and positively influence the social atti-

tudes, ideals and behavior of the coming generation. It is my observation that the men and women who have affected the course of human events are those who have not hesitated to use the power that has come to them."

There are too many educational fetishes, too much defeatism and materialism, as illustrated by the pamphlet *What the High Schools Ought to Teach*. This report speaks of English composition, algebra, foreign languages and history as vicious aspects of the ninth grade. Accordingly, only the most captivating subjects should be selected. What we really need is sustained effort on subjects, to quote Bagley, "the significance of which must at the time be taken on faith." And yet in the pamphlet referred to above, as Dean Doyle says, "one notes the recurrence of the implication of the point of view that the student's own desires ought to be the sole determining factor in the choice of subjects of study."

Walter Lippmann in the *American Scholar* for December 1940 declared that the "prevailing education is destroying Western civilization through progressively removing from the curriculum the Western culture which produced the modern democratic state" and called for "a thorough reconsideration of the modern educational system and of its underlying assumptions and purposes."

The needs, drives and interests of immature pupils are not dependable guides to what they should study. Education cannot be streamlined. If the Humanities and Western civilization are to be saved we must have better leadership of men who have a broad education. There is something in life besides good health, preparation for citizenship, and labor. And it is time to replace "feeble, effeminate and vague educational theory with a theory that is strong, virile and positive" (Bagley).

MICHAEL S. DONLAN

ANNUAL MEETING OF THE ILLINOIS MODERN LANGUAGE ASSOCIATION

THE Illinois Modern Language Association, in joint session with the annual high school conference sponsored by the University of Illinois, held its yearly meeting at Urbana, Illinois, November 7, 1941. The morning session, ably presided over by Pres. Leonore Tomlinson of Illinois College, Jacksonville, was devoted to a general meeting of business and inspirational and informative addresses.

After the Secretary's and the Treasurer's reports were read and accepted, Prof. C. C. Gullette, University of Illinois, reported on the work of the Committee on General Language Study, directed by Miss Ruth Maxwell of Oak Park and River Forest Township High School. Prof. Gullette also stressed the value of professional and classroom periodicals on foreign languages. Dr. V. L. Peacock of Southern Illinois State Normal University, Carbondale, gave a résumé of the work of the Curriculum on Modern Languages Committee, stating that a subcommittee consisting of Miss Dorothy Sprague (Peoria), Mr. E. L. Morthole (Evanston), Dr. G. C. Kettelkamp (University of Illinois), Mrs. Tomlinson, and Dr. Peacock is now functioning in a publicity capacity for the Association. A short discussion of sample activities suggested by this committee followed. Acting upon Dr. Peacock's motion, the members authorized the organization of a service bureau to serve as a clearing committee for suggestions of activities to provide favorable publicity for language groups. Membership in this bureau is to be determined by the subcommittee of the Curriculum on Modern Languages Committee.

Dr. Kettelkamp then introduced the featured speaker of the session, Dr. Gino A. Ratti, Dean of the College of Liberal Arts and Sciences, and Head of the Romance Languages Department, Butler University, Indianapolis, who addressed the members on "Modern Languages on the Threshold." It is Prof. Ratti's contention that in order to go forth from our present threshold, we have two groups of people with whom to contend. The first group constitutes those who are unconvinced of the value of language study and, worse yet, those who have never given the matter a thought. The second and equally lethal group consists of those enemies who

are busily at work undermining the citadel of foreign language studies. In the latter group Dr. Ratti includes those who forget that all truth is not found in the physical world in which we live and those small groups of determined, fanatical educational theorists who have a strangle hold on American education. Prof. Ratti offers the following weapons of offense with which to proceed from our present threshold: (1) present a united front to carry on an effective campaign; (2) present a program of carefully defined objectives maintained uniformly where circumstances are similar, and (3) present an improved level of competence in our own ranks.

The following officers were elected for the year 1942:

President—Mr. Charles Bangert, Quincy High School

Vice-President—Miss Fern Kreft, Vandalia High School

Secretary—Mr. E. E. Radamacher, Nokomis Township High School

Treasurer—Mrs. Edith L. Kendrick, University of Illinois

Program Committee—Dr. G. C. Kettelkamp, University of Illinois, chairman; Miss Flora E. Ross, James Millikin University, Decatur; Mr. A. H. Malo, Champaign Junior High School

Member-at-large, Executive Committee—Miss Julia Conklin, Canton High School

The second speaker of the session, Mr. Lewis V. Peterson, Supervisor, Visual Aids Service, University of Illinois, prefaced his talk on "The Gateway of the Eye" by the remark that while textbooks are essential, verbalism is often overdone to the extent that meaningless experiences result. Citing statistics to show that an experimental group often attains as much as 39 per cent higher retention than a regular textbook group, Mr. Peterson claims that on a recapitulation months later the experimental group often shows an added ratio of retention attributed to the stimulus of visual aids toward collateral work on the part of the students. With an explanation of the eight questions which a preview committee uses to test a production, Mr. Peterson presented an interesting fifteen-minute sound film entitled *Buenos días, Carmelita*, acted in mime by an American cast of high school students with a native-spoken dialogue simple enough to be comprehensible to the student of early second-year Spanish.

Two items concluded the annual meeting. Acting upon the suggestion of Dr. A. W. Aron, University of Illinois, a motion was passed to provide identification tags for the members attending next year's session. Prof. Gullette announced that next year's meeting will be held on the first Friday in November at the University of Illinois.

Respectfully submitted,
PHILIP W. McDOWELL
Secretary, 1941-1942

Addenda: The Modern Language luncheon which followed was addressed by four members of the languages departments of the University of Illinois: Wells Chamberlain in French, Herbert Reichert in German, Henry R. Kahane in Italian, and Stanley L. Robe in Spanish. Members of the Association reassembled in the afternoon in language sections. The featured speaker of the French section and dinner, in joint session with the American Association of Teachers of French, was Prof. Henri C. E. David, former Professor of French Literature at the University of Chicago and General Secretary of the Alliance Française at Chicago. Mr. John R. Frey, Associate at the University of Illinois, Dean Ratti, and Mr. R. Roth of Basel, Switzerland, addressed the German section, which met with the Illinois chapter of the American Association of German Teachers. The session was followed by a Kaffeeeklatsch. The Spanish section, in joint session with the American Association of Teachers of Spanish, heard Mr. V. L. Nickel, Superintendent, Champaign Public Schools; Prof. John R. Young, Monticello College, Alton, and a panel discussion of methods and instruments in the teaching of Spanish led by Mrs. Grace Wilson (West Frankfort), Miss Dorothy Dodd (Quincy), and Mr. Renato Rosaldo, (University of Illinois). A Spanish dinner followed.

ANNUAL MEETING, A.A.T.S.

At THE annual meeting of the American Association of Teachers of Spanish held in St. Louis during the Christmas holidays the following officers were elected:

President, Mr. Stephen L. Pitcher, Supervisor of Foreign Languages in the St. Louis Public Schools; Vice-Presidents, Professor Delos L. Canfield, University of Rochester, and Miss Margaret B. Jones, Corona (Calif.) High School; Secretary-Treasurer, Professor Graydon S. DeLand, Denison University; Members of the Executive Council, Professor Arturo Torres-Rioseco, University of California, and Miss Violetta Garrett, Kansas City (Kansas) Junior College.

Dean Henry Grattan Doyle of George Washington University was elected editor of *Hispania*, the quarterly journal published by the Association, which was founded in 1917. Dean Doyle, who has been an associate editor of *Hispania* since 1923, succeeds Professor Alfred Coester of Stanford University, who had served as editor since 1926. The following new associate editors were elected: Dr. Aurelio M. Espinosa, Jr., Harvard University; Professor E. Herman Hespelt, New York University; Professor John T. Reid, Duke University; and Dr. William Berrien of the American Council of Learned Societies. Dr. Berrien will devote himself particularly to the interests of Portuguese studies, which also come within the purview of *Hispania*.

• "What Others Say—" •

WORD BACKGROUNDS¹

MORE ideas like this, please! Creating the realization of the basic kinship between all peoples through a study of word backgrounds, as a means toward racial understanding and tolerance in these turbulent times, is the sane, simple proposition of "Intercultural Understanding through Word Study," *The English Journal*, October, 1941.

THE WAR AND MODERN LANGUAGE STUDY²

NICHOLAS MURRAY BUTLER

THE STUDY of modern European languages in American high schools and colleges and the pursuit of advanced study and research in these fields in our universities are matters of outstanding importance. The question naturally arises: What may be the effect of present war conditions throughout the world upon these studies in the United States? Great as has long been the interest in these languages, particularly French and German, they have never been studied so widely or so thoroughly as should have been the case. An odd sort of intellectual isolationism has pushed them aside, with the result that hosts of high school and college graduates are without any knowledge whatever of some of the world's greatest and most charming literature.

At intervals, and in a very partial way, Columbia College undertook instruction in modern European languages early in its history. In 1784, when King's College passed into a reorganized Columbia College following the war of the American Revolution, a group of professors of modern European languages was appointed. These included John P. Tetard, the first Professor of French; Dr. Johann C. Kunze, the first Professor of Oriental Languages; and Dr. John Danial Gross, the first Professor of the German Language. Later, additional appointments were

¹ From *Current Concepts*, November, 1941, p. 64.

² From the Report of the President of Columbia University for 1941, pp. 32-37.

made, including, in 1830, those of Dr. Samuel H. Turner, who became the first Professor of Hebrew, and Mariano Velasquez de la Cadena, the first Professor of Spanish. Of these appointments, undoubtedly the most important was that of the distinguished Italian, Lorenzo Da Ponte, who served as Professor of Italian from his appointment in 1826 until his death eleven years later. Oddly enough, there was no Professor of the English Language and Literature appointed until 1882. Before that date, instruction in that field was given by members of the Faculty who had the title of Professor of Rhetoric. All these appointments, however, represented what was only a casual undertaking, for obviously there was no systematic and well-ordered instruction in the modern languages before the appointment, in 1882, of Professor Charles Sprague Smith with the title of Professor of Modern Languages and Foreign Literatures. Having returned from study in Europe filled with energy and enthusiasm, Professor Smith speedily associated with himself instructors in French, in German, in Italian and in Spanish. From that time, the study of these languages and research in the fields which they open have gone forward with increasing vigor and marked success. One of the fortunate developments in the study of these languages has been the provision of the four University houses—Maison Française, Deutsches Haus, Casa Hispánica and Casa Italiana. Each of these houses is devoted to the study of the language the name of which it bears and to the literature and civilization of the people whose language it is. These four houses have become veritable centers of academic activity and have proved themselves of the greatest value. The officers and students who visit these houses are encouraged and urged to use while there only the language to the study of which the house is devoted. In this way College and University students are greatly aided in learning both to speak and easily to understand the foreign language. It need hardly be said that the very general neglect of foreign language study in high schools and colleges has made the task of these four houses both more difficult and more important than it otherwise might have been.

Now the question is asked as to what is the effect of the present world-wide war upon the study of these modern European languages. Many of those students who choose one of them do so with a view to preparing to teach that language when they leave the University and enter upon their lifework in the field of education. Therefore, of course, the student of this type asks the question: What will be the effect of the war upon the possibility of my obtaining a position as language teacher in high school or college? There is also the psychological element which influences the student to turn toward or away from the study of a given language for reasons which are primarily political and not intellectual at all. However unfortunate this may be, it is not difficult to understand. The present world-wide war, which either in economic, in political or in military form has now been under way for a quarter century, has, of course, had direct effect upon university work of all kinds, including the study of the modern European languages. The question arises: What will be the attitude of the average student toward the study of a language and its literature, however important, which are those of a people whose present policies and acts he deplores and condemns? Inquiry makes it plain that while this world-wide war has had important and not helpful effects on the study of modern European languages at Columbia, it has not interrupted or injured the study of those languages to the extent which might have been expected. For example, registration for the year 1941-1942 of students who have chosen the study of French when compared with the like registration for 1940-1941 is as follows:

	1940-1941	1941-1942
Columbia College	491	416
Barnard College	385	354
Faculty of Philosophy	386	257

The enrollment for the year 1941-1942 is affected to some degree by the absence of Professor Paul Hazard of the Collège de France, who for a number of years has been Visiting Professor at Columbia and whose personality and scholarship have attracted a large number of advanced

students. While the registration in French has declined, the officers of instruction find that the general attitude of their students toward French is excellent. The graduate students who registered for the first time at the beginning of the academic year 1941-1942 impressed their instructors both with their eagerness and with the quality of their preparation for language study. There can be no doubt, however, that the study of French is unfavorably affected by prevailing political conditions in France itself. Much that is taking place in that country is so unpopular in the United States that there are naturally immediate repercussions which affect the study of French. This is only human, however unfortunate it may be.

It is interesting to find that war conditions have not affected the attitude of undergraduate students toward the study of German. The registration in Barnard College remains about the same as a year ago, and the like is true of University Extension. There has been a decline of some 15 per cent in the total number of students in Columbia College who have registered for courses in German, but this is thought to be independent of causes having to do with war psychology. It is, in part, brought about by the substitution of reading tests in the German language for course credits, as well as by the steadily increasing pressure of pre-professional studies on the time of the undergraduate students. In Barnard College where this latter influence is not felt and where the pursuit of a liberal arts course throughout the full four undergraduate years is not, as a rule, diverted by prevocational studies and interests, the registration of students in German is more stable. In the graduate courses the decline in registration is heavy, being for the year 1941-1942 only about 40 per cent of the registration for the year 1940-1941. This is largely due to the falling-off of first-year graduate students who might be looking forward to the Master's degree. It is not due to a lack of interest in the German language and literature, but is rather the outgrowth of the fear that during the next few years the teaching of German will not offer a career to the University graduate. In other words, aversion to German as a subject of study is not noticeable among the students. This is greatly to their credit, for no matter what may be the political and military policies of the present Nazi Government, the language and literature of the German people are a precious possession of the modern world.

In Italian, the registration has dropped more than 50 per cent in University Extension and among the graduate students. In Barnard College the loss is not so heavy, while in Columbia College the study of Italian has not been pursued by any considerable number of students for some years. The officers of the Department believe that the decrease is, in this case, due to war conditions. A number of former students point out that the teaching of Italian in the high schools has already been reduced drastically and that further curtailment may be expected in the future, both in this metropolitan area and elsewhere in the United States. Therefore, for many years to come, it is thought that there will be no great demand for high school and college teachers in this field. It is believed that these conditions will reduce by at least 75 per cent or 80 per cent the number of candidates for higher degrees with Italian as their major subject. The number of students in Italian is also affected by the desire on the part of students of Italian descent not to appear as aliens through study of the language of their fathers. This is a curious situation, but, once again, it is one that reflects human feeling and human ambition.

In the study of Spanish, on the other hand, there has been a definite increase in registration, which is undoubtedly the result of greater conviction among the youth of the country that our relations with the Latin American peoples are to be of vital importance. The increase in enrollment is not yet so great as is often supposed, but it is very distinct. In Columbia College it has risen from 40 in 1940-1941 to 57 in 1941-1942; in Barnard College, from 113 to 229; in University Extension, from 169 to 483; and in graduate students, from 55 to 132. It is yet far below the level reached after the World War of 1914-1918. At that time the upswing in the study of Spanish began in 1916 and reached its peak in 1920-1921. The Department finds nothing new or extraordinary in the present growth of enrollment in Spanish, but a new feature is the increase in the number studying Portuguese. This, of course, is the direct outcome of interest in Brazil and its people.

The interchange of professors and students between Columbia and Latin American countries goes steadily on and will, undoubtedly, be a powerful factor in forging and strengthening the new links between the intellectual life of all the American peoples. The increased study of the Spanish language is accompanied by growing interest in Spanish-American literature. This had its beginning some little time ago, and is now going forward in very satisfactory fashion. It is the cooperation between Spanish-American scholars and our own which is the foundation of this whole movement and its strongest constructive influence.

In the field of East European languages which for a number of years has been well cultivated at Columbia, the registration remains about the same as a year ago and is without any very significant change. There is a slight decrease in the attendance on courses in literature. The study of Polish has held up remarkably well and the study of Czech, which had been interrupted, is now reestablished by reason of a gift to the University for its support. The work in this field at the last Summer Session was the best for some years. With the introduction of Polish and a larger attendance at courses in Russian, it is felt that the work of the Department for the coming academic year will be well supported.

There is no more disturbing or reactionary influence at work among the schools and colleges of the United States than that which questions the wisdom of the study of any foreign language or the study of the humanities. This is intellectual isolationism of the most extreme type and can lead only to an ignorance that would be as dismal as profound. Those who would deprive the American youth of today of their intellectual inheritance and start them in the practical work of life so impoverished and limited are doing the greatest damage to American youth and to American education that can possibly be imagined. It is the study of the humanities which lifts human nature out of its immediate local and personal environment and takes it up to the high places of life, from which it can see and understand what life means and has meant, what are and have been the influence and the controlling power of intellectual and of moral ideals. It substitutes the life of a true human being for that of a rather intelligent animal.

MODERN FOREIGN LANGUAGES AND THE EMERGENCY¹

THE importance of the contribution which modern foreign languages can make to the present war emergency has been recognized by the United States Government. Because of the rapid development of communication by radio, transportation by airplane, and the international character of all world problems, the ability to speak and read foreign languages has and will continue to become more and more important.

In this connection a high degree of mastery of languages studied is imperative. A mere general knowledge of several languages or a mere smattering will not suffice either in or out of combat if we are to realize the full implication of our contacts as communication and transportation develop almost to a superb degree.

Good pronunciation, comprehension, and an accurate reading knowledge of one or more foreign languages is of particular importance. Classroom instruction should definitely point toward these goals. The ability to understand and to speak, as well as to read, is fundamental in the present world situation. Language clubs or luncheon meetings where a foreign language is spoken under competent direction are valuable supplements to classroom activity and should be encouraged in every possible way.

High school students of ability should be encouraged to elect as early as possible one of the modern foreign languages and should carry this language through the high school course and if possible into college. This will assist in attaining a high degree of proficiency in understanding and dealing with the problem of a world society. Students with a special linguistic back-

¹ Statement published in *News Letter* No. 7, January 8, 1942, issued by the Ohio State Department of Education.

ground obtained at home or elsewhere—be it Polish, Russian, Scandinavian, Oriental, or other—should be encouraged to make their experience known to school authorities. These experiences should be enriched and encouraged to increase the accuracy and completeness of their knowledge by whatever means may be available.

The present situation presents a challenge to administrators, teachers, and students to make work in the modern foreign languages as effective as possible in meeting the developing world situations.

IMPORTANCE OF FOREIGN LANGUAGES IN INTERNATIONAL CULTURAL RELATIONS EMPHASIZED AT MLA CONVENTION

AT THE meeting of the National Federation of Modern Language Teachers held in connection with the annual convention of the Modern Language Association of America on Wednesday evening, December 31, in the Claypool Hotel in Indianapolis, Indiana, Richard F. Pattee, Assistant Chief of the Division of Cultural Relations of the Department of State, addressed the gathering on "Foreign Languages in International Cultural Relations." Mr. Pattee strongly supported the recommendation of the Congressional Committee, which recently returned from an official visit to the other American republics that Spanish or Portuguese should be a compulsory subject in the elementary grades of our public schools.

Mr. Pattee gave emphatic endorsement to the following statement from the report, published three weeks ago, of a subcommittee of the House Committee on Appropriations, headed by the Honorable Louis C. Rabaut, on its trip to South and Central America in the late summer and early fall of 1941:

"On the long-range basis we feel that the matter of a common language denominator should be placed A-1 on the list of priorities. It is not as important as to whether the medium of conversation is English, Spanish, or Portuguese, as it is that some understandable means of transmitting thought be had. One of the greatest deterrents to world peace has been the inability of peoples throughout the world to exchange ideas through the medium of a common language. Fortunately our citizens are beginning to awaken to this fact with the result that today Spanish and Portuguese courses are being given in ever-increasing numbers throughout the entire country. The committee feels strongly that either Spanish or Portuguese be made a compulsory subject in all of our elementary schools throughout the United States.

"It is understood that in New Mexico, at least in certain portions thereof, Spanish is now required in our public schools and beginning in the first grade each pupil is required to learn 100 Spanish words per year. Upon graduation from grade school, therefore, these students are equipped with an 800-word vocabulary which is sufficient to carry on a normal conversation and exchange ideas. Our State educational authorities should be apprised of the real need for this type of language education as an aid to our national defense and the committee seriously hopes that our observations in this particular will reach the eyes of all State educational authorities for their consideration in the premises."

• Notes and News •

THE TEXTBOOK OUTLOOK

A STATEMENT OF GINN AND COMPANY

RUMORS of impending shortages in all sorts of materials are flying about these days. Some are undeniably true; some have little or no foundation.

Numerous enquiries have been made concerning the possibility of a shortage of book paper. Instances have been reported of some school executives who, hearing that new textbooks might be hard to procure in 1942, have had expensive repairs made on old books at a cost approaching the price of new editions of the same books.

Schoolmen will be glad to learn that the outlook at the present moment appears to include no threat of a paper shortage which will prevent the manufacture of all new textbooks required to meet the needs of this country for the next year.

This does not mean that no changes will occur in the textbook situation. Some changes already have been noted. There is a scarcity of bleaching materials which undoubtedly means that book papers will not be as white as they have been. Rising labor and material costs have resulted in price increases of many textbooks. Mr. J. R. Tiffany, general counsel of the Book Manufacturers Institute, states that within the past few years the cost of making a book has increased at least 35%; binder's board has increased 40% in the past year, cloth 25% and thread 30%, but actual increases in prices of books to consumers have not approached anything like these figures.

The wise school executive, even though he may feel assurance that he can get new books in 1942 to fill all his textbook needs will plan to have his textbook appropriations increased for the next twelve months to meet present and possible additional increases in prices. He will not delay too long in ordering what books he needs lest conditions not now predictable bring about a less favorable picture later in the year.

FRENCH REVIEW, SUPPLEMENT

WE CALL attention to this useful and important descriptive check list of all the texts published recently in French by the various publishing companies.

RESOLUTIONS ADOPTED BY THE MODERN LANGUAGE ASSOCIATION OF AMERICA, DECEMBER 30, 1941 IN INDIANAPOLIS, INDIANA

THE Modern Language Association of America pledges itself, in this hour of crisis, unreservedly to national service, and places at the disposal of the Government whatever special training its members may possess. It authorizes the Executive Council to appoint such committees and representatives as may most effectively render this service.

The members of the Modern Language Association of America believe that the understanding of the minds and cultures of other peoples is essential to an ordered world. In particular, they believe that such understanding, both of friendly nations and of those which at the moment are our enemies, is of prime importance for the successful prosecution of the war. They therefore urge an increasing effort in the United States to attain that understanding through the study of foreign languages and literatures.

AN EXCHANGE OF NOTES

December 12, 1941

TELEGRAM:

*Miss Eloise Davison, Assistant Director,
Volunteer Participation Division,
Office of Civilian Defense,
Dupont Circle Building, Washington, D. C.*

The National Federation of Modern Language Teachers authorizes me to offer its services to the Office of Civilian Defense for mobilization of the foreign language assets of the country. The Federation represents American high-school and college teachers of Spanish, Portuguese,

French, German, Italian, and other languages in every state of the Union, available as volunteer teachers of Army and Navy personnel preparing to serve in this hemisphere or elsewhere abroad; also as volunteer interpreters, translators, radio listeners, etc.

HENRY GRATTAN DOYLE

REPLY:

December 16, 1941

*Professor Henry Grattan Doyle,
The George Washington University,
Washington, D. C.*

DEAR PROFESSOR DOYLE:

Thank you very much for your telegram offering the services of the National Federation of Modern Language Teachers for the Civilian Defense program.

The specialized training of your members all over the country will be of immense importance.

I suggest that the members of every state group enroll with their local defense councils, so that they will be available at any time in their own locality. At this time of emergency the service of every individual is essential.

The cooperation of your organization is deeply appreciated.

Sincerely yours,
(signed) ELOISE DAVISON,
Assistant Director

RESOLUTIONS AUTHORIZED AT THE MEETING HELD
UNDER THE AUSPICES OF THE NATIONAL FED-
ERATION OF MODERN LANGUAGE TEACHERS
AT THE CLAYPOOL HOTEL, INDIANAPOLIS
INDIANA, DECEMBER 31, 1941

WE AS representative American teachers of foreign languages, pledge our loyalty to the Government of the United States of America and offer our services as individuals and as organizations in any way in which we can be useful in the prosecution of the war.

We call attention to the importance of language skills in national defense and to the necessity for mobilizing the linguistic assets of the country for service both during the war emergency and during the period of reconstruction that must follow. As interpreters, intelligence officers, radio broadcasters and listeners, translators, and in many other capacities, Americans who have mastered one or more foreign languages can be of tremendous service, offensively and defensively, in the war effort. After the triumph of the democratic nations, this specialized knowledge and skill can be of similar great usefulness in the restoration of peace and good will among peoples of wide divergence in speech, such as those engaged in the present war.

We emphasize the importance of genuine mastery of foreign languages for speaking, comprehension, reading, and writing.

We endorse the efforts already being made, under the auspices of the American Council of Learned Societies, to develop and foster intensive language-training courses in the unusual languages, and urge the extension of this program to other languages hitherto untaught, as well as to all the commonly taught languages.

We call attention also to the value of a general educational program of education in foreign languages, both during the war effort and thereafter, in the interests of a greater understanding among our own people or the other peoples of the world. Soldiers and sailors who may be called to service in foreign countries will find many uses for even a limited knowledge of the languages of these countries. The study of languages should be an essential part of the

educational programs of our military training camps, both because of their practical importance and because of their educational and recreational values.

We recommend that a unified and centralized program for the development of our language assets be set up on a national-wide basis through cooperation between the armed forces and other government agencies on the one hand and representatives of the organized language teachers of the country on the other.

We recommend that our national needs in this important area of defense be analyzed on a national scale, and that the resulting information and recommendations be made available to organized linguistic groups and to educational institutions generally, so that preparations to meet these needs may be made without loss of time or waste of effort; and we pledge our full cooperation as language specialists in all efforts to meet these needs.

INTER-AMERICAN STUDENT PROGRAM PUSHED

DESPITE the urgency for immediate military, economic, and political measures to safeguard the Western Hemisphere during the war, the United States Government has recently intensified its long-range cultural program of building hemisphere solidarity through the interchange of students and professors among the twenty-one American Republics. This fact is strikingly revealed in the February *News Bulletin* of the Institute of International Education, just published. Through the medium of several Federal agencies, the Washington Administration has set up a variety of scholarships and fellowships for Latin American students to learn technical subjects in the United States, and for North American students to undertake scholarly research in the southern Republics.

The cultural relations program is being expanded in the belief that it will be inadvisable if not impossible to drastically curtail wartime cooperation between the American nations when peace is again restored. Travel difficulties have impeded the student exchange program since the United States became involved in actual hostilities with the Axis, but in allocating available accommodations students are given preference over all other non-military or non-governmental travellers.

The February issue of the *News Bulletin* announces for the first time the award of eighteen scholarships for Latin American Librarians and Social Workers. Four students of library science from Argentina, Brazil, and Peru have been granted tuition, travel and maintenance at United States universities for periods varying from six months to one year. They will also enjoy unusual opportunities to visit and study at the Library of Congress and at other outstanding libraries in this country. These fellowships have been arranged by the Institute of International Education and the American Library Association, under the sponsorship of the Office of the Coordinator of Inter-American Affairs.

The Children's Bureau of the United States Department of Labor and other Federal agencies have cooperated with the Institute of International Education to bring fourteen students of social work to the United States from Bolivia, Brazil, Chile, Colombia, Ecuador, Mexico, and Uruguay. These students, all women, will specialize in child welfare, family case work, medical and psychiatric social work. In view of their particular qualifications and the opportunities for specialized study accorded them, they are expected to make a substantial contribution to the social welfare of their native countries upon returning home, and in this way indirectly contribute to the permanence of existing friendly bonds and understanding between the Americas.

The Institute's *News Bulletin* also announces today the appointment of twenty United States students as "Roosevelt Fellows" for study in Latin America. These appointments carry stipends adequate to meet all necessary expenses for a period of one year. In a few cases the original appointees have been barred from accepting their awards because of impending classification by their Selective Service Boards, but other wartime obstacles have been removed to expedite this fellowship program.

DEATH OF DR. ELIZA PÉREZ AND MISS EUGENIE GALLOO

THE Kansas Modern Language Teachers announce the death of two of their members.

Dr. Eliza Pérez, teacher of Spanish in Baker University, Baldwin, Kansas died in August, 1941, in Cuernavaca, Mexico. Miss Pérez obtained her Master's degree in the University of Kansas and her Doctor's degree in the University of Wisconsin. Her death came as a shock to her many friends for her most outstanding trait was "el sentirse vivir intensamente."

Miss Eugenie Galloo, Chairman of the Department of Foreign Languages in the University of Kansas and a veteran of forty-four years of service there, died in Lawrence, Kansas in August, 1941. To her students she was a "great teacher."

DEATH OF DR. JOHN P. RICE

DR. JOHN P. RICE, head of the Romance Language department of the University of Buffalo, New York, for seventeen years, died December 24, 1941 after a long illness. A graduate of Yale in 1900, he was instructor in French there until he went to Williams College in 1909. He served as instructor and assistant professor of Romance Languages at Williams, with two interruptions, until 1924, when he became head of the department of Romance Languages at the University of Buffalo. In 1912 he taught at Acadia University in Nova Scotia; in 1919 he was visiting professor at the College of Yale-in-China, and in 1929 he lectured at various Italian universities under the sponsorship of the George Westinghouse Foundation.

Dr. Rice, who spent five years abroad before entering college, continued his travels extensively in many countries of Europe, Asia and South America. He was an officer or member of many learned societies and wrote many articles in scholarly journals.

Those who knew Dr. Rice loved him for his sterling personal qualities, his kindness and understanding, and respected him for his profound scholarship.

A SPANISH COURSE FOR TEACHERS

FOR THE past few years Mr. William Wachs, teacher of Spanish in the James Monroe High School, New York City, has been giving a course for teachers who wish to learn Spanish for travel in Spanish America. He has worked out a mimeographed 100-page set of notes for this course, consisting of a thorough treatment of Spanish pronunciation, and of the most important aspects of Spanish grammar, reading passages dealing with travel situations, and special vocabulary lists for travelers, all supplemented by exercises, the answers to which appear in an appendix. A few sets of this course at one dollar each, postage prepaid, are still available and may be procured from Mr. Wachs at 180 East 163rd Street, New York, N. Y.

PORTUGUESE WORD COUNT

TABULATIONS for a Brazilian Portuguese word book are now well under way in Nashville, Tennessee. This word count is a joint undertaking of three Nashville institutions: Peabody College, Scarritt College, and Vanderbilt University. The work is under the direction of the Southern Committee for the Advancement of Portuguese Teaching, organized in 1940. Members of the committee are Professors C. Barrett Brown of Vanderbilt University, Wesley M. Carr of Scarritt College, and M. L. Shane of Peabody College.

At the moment when the committee was formed, Portuguese seemed to be offered almost nowhere in the United States at the high school level, and in fact was offered by only a dozen colleges and universities. Portuguese beginning texts and readers suitable for high school use were practically nonexistent. It was evident that a Portuguese word book and a Portuguese idiom list would be very useful for the preparation of teaching materials of this sort. The

committee accordingly undertook the preparation of a Portuguese word book, hoping to follow this with a Portuguese idiom list.

It was thought desirable to have the work of tabulation performed by a selected group of Brazilians brought to Nashville on fellowships for this purpose. After consulting Professors M. A. Buchanan and George E. Vander Beke, the committee concluded that it would be possible for a group of six workers to complete the tabulation during a single academic year. Each of the three cooperating institutions accordingly set aside two fellowships to be awarded to Brazilians selected by the committee for this undertaking.

With the assistance of the Institute of International Education, travel grants for four Brazilians were obtained from the Department of State, and two steamship passages were obtained from the Moore-McCormack Lines. In addition to the six fellowships and travel grants thus provided, a seventh fellowship was jointly financed somewhat later by Peabody College and the Institute of International Education, and supplemented by another travel grant from the Department of State.

While these arrangements were being completed, the committee was engaged in final preparations for the work. At the suggestion of Professor Buchanan, it was decided to limit the count to 19th and 20th century Brazilian Portuguese, thus leaving the way clear for supplementary counts in other areas and earlier periods. With the assistance of a number of Brazilian educators, a list of books and periodicals (newspapers, magazines, scientific journals) was prepared for use in the tabulation, which is to cover 1,200,000 running words of text. On the advice of Professor Hayward Keniston, at least 1,000,000 words of this material will be taken in units of 10,000 words, each selected from a separate source, and covering as wide a range as possible of types of 19th and 20th century written Brazilian Portuguese. Most of the materials will be chosen from the production of the last fifty years, and as much emphasis as possible will be given to written conversational prose.

After some study of Part I of the Buchanan and Vander Beke word books, a list of about 200 fundamental Portuguese words to be omitted from the tabulation was prepared. This list was subsequently revised in accordance with suggestions of Professor Keniston.

As a starting point for the word count, a check list was expanded from the *Dicionário português-umbundo* of Ralph L. Wilson (Dondi, Bela Vista, Portuguese East Africa, 1935). This is a list of 4800 useful words compiled by Wilson for educational purposes. The book is rare, and Professor Buchanan very kindly lent his copy until the committee was able to secure a microfilm. The 4800 Portuguese words in Wilson's list were checked against the *Graded Spanish Word Book*, and as a result of this comparison some 4200 additional Portuguese words were selected from the *Pequeno dicionário brasileira da língua portuguesa* of Antenor Nascentes and others (São Paulo, 1939). The 9000 words thus obtained for the check list appear to be of reasonably high frequency, but space is provided for the inclusion of all additional words found by the tabulators. The check list has been mimeographed and a separate copy is used for each unit.

The work is going forward with encouraging speed. At the moment when this is being written (January 14, 1942), some 210,000 running words of text have been tabulated. Very interesting tendencies in range and frequency are already observable in a considerable number of words, and these become clearer as additional units are tabulated.

This report would not be complete without an appreciative word of introduction for the fine group of Brazilians upon whose work this whole enterprise depends. Enrolled at Peabody College are Miss Wanda Galvão, teacher of English in São Paulo, and Mrs. Haydêa Vieira Moraes, teacher of public school music in Rio de Janeiro. Enrolled at Scarritt College is Miss Ana Rickli, teacher, librarian, and dean of women at the Curso José Manoel da Conceição of Barueri, in the state of São Paulo. Also enrolled at Scarritt College is Miss Dina Rizzi, teacher, librarian, and director of social work at the Instituto Metodista of Ribeirão Preto, state of São Paulo. Enrolled at Vanderbilt are Miss Yolanda Leite, teacher of French in the state model school at São Paulo, and Mr. Jorge F. Campello, director of the Y.M.C.A. High

School in the same city. A seventh member of the group, now en route to Nashville, is Dr. Benjamin Moraes Filho, instructor in law at the Federal University in Rio de Janeiro. Dr. Moraes will be enrolled at Peabody College. It is a privilege to have this representative group of Brazilians in the Nashville university community.

It is hoped that the Portuguese word count may be completed in August, 1942. Publication will follow as soon thereafter as possible. Fellowships have just been made available to permit the beginning of a Portuguese idiom count in 1942-43. The committee bespeaks the good will and friendly counsels of all who are interested in the extension of Portuguese teaching.

M. L. SHANE, *Secretary*
The Southern Committee for the
Advancement of Portuguese Teaching

Reviews

BARTON, FRANCIS B., and SIRICH, EDWARD H., *Simplified French Review: Grammar and Composition*, added review exercises and an appendix. New York: F. S. Crofts and Company. Price, \$1.60.

A French Review Grammar and Composition by Messrs. Barton and Sirich appeared in 1929, to be followed in 1933 by their *New French Review Grammar and Composition*, which this text, appearing in the spring of 1941, succeeds. The general form has remained the same, each of the twenty-one chapters containing a grammar lesson, a basic passage in French with questions, a passage to be turned into French, a drill exercise on the grammar topics, an exercise containing blanks to be filled out, and a verb review. The drill material is somewhat more abundant in this text, and at the end there are some three hundred sentences that constitute a review of the entire book. The principal change noted is the placing of several matters of verb use earlier in the book.

The exercise material is interesting and workable, although the main passage to be turned into French will need a careful going over before assigning it for preparation. In the grammar lessons usage is in the main correctly stated, although in some instances the effort to make the rules succinct seems to make for inaccuracy. Here are a few cases.

The rule, page 2, for the article with days of the week would imply that it is employed only in an adverbial expression indicating repeated occurrence. It is not so simple as that. The examples of the omission of the article in adjectival phrases are not too satisfactory. *Une robe de soie* or *une leçon de français* do not bring out the difference between the French and the English use of the article as well as *un chapeau d'enfant* or *une patience d'ange*. After all, why bother with expressions of material beyond noting that *de* is used? and in phrases with *en* not only the articles, but also the possessives and the demonstratives, anything, in short, that takes away the general character of the phrase, is omitted. Nothing is said about the adjectival phrases with names of countries preceded by *de* such as "French wines," "the history of France," etc., which give so much trouble and are so hard to reduce to rules. The non-employment of the indefinite article with predicate nouns has also a wider scope than either the rule or the examples given indicate. Moreover, *être* is not the only verb with which this phenomenon is associated. The rule for the omission of the article after *de* before names of countries should be limited, somewhat. For instance, one might say *Heureusement l'Angleterre est séparée de la France par la Manche*. There might be a note giving a list of names of cities with the article. In paragraph 12 we find the usual statement about partitive *de* "after a general negation," which does not hold after *être*. Is there any grammar that states this accurately?

In the chapter on the infinitive, which has very properly been moved forward, the effort

to be concise, makes trouble. Explaining *Son écriture est difficile à lire* in terms of "his writing is hard to be read" is only muddying the waters. It is, moreover, quite unnecessary. Why not bracket *difficile*, *facile*, and a dozen others with *prêt*, *seul*, *le dernier*? A better illustration of the point would be *Vous êtes bien à plaindre*. Among the phrases denoting use, fitness, etc., the verb is sometimes transitive with an *active* meaning. Surely *manger* is not to be regarded as intransitive. And the adverbial use of the infinitive phrase with *à*, as in *Vous dansez à ravir*, should not pass unnoticed. The use of the infinitive as subject or predicate, as in *Voir, c'est croire*, is not noted, and the use of the infinitive in such sentences as *Il est difficile de faire cela* seems to be misunderstood. It can't be disposed of by the statement that "A noun or an adjective is usually followed by *de* plus an infinitive when the passive construction is not possible in English." *Faire mieux est impossible* and *Il est impossible de faire mieux* are both correct French. It is the place of the infinitive subject that makes the difference. The statement that "All prepositions except *en* are followed by the infinitive in French" is not to be taken quite literally. What is meant is that the prepositions *après*, *par*, *pour* and *sans* are followed by the infinitive and not by the verbal noun in *-ant*, which can only be the object of the preposition *en*.

The participle and the gerund get a rather hurried treatment in the last chapter. The differences between the two are not sufficiently set forth. The wisdom of giving as a model *Je l'ai vu sortant de sa maison* without a word about the infinitive construction and the use of the relative clause instead of the participle may be questioned. And the statement that "When accompanied by *en* the present participle always refers to the subject of the sentence" brings to mind not only "L'appétit vient en mangeant," but also such things as "qu'un saint espoir en mourant vous soutienne."

The tabular presentation of relative and interrogative pronouns is incomplete. If such devices are to be used, they should contain all the forms, while the text should furnish the explanation. Relative *d'ou* is entitled to mention, as is *un jour que* along with *le jour où*. The relative without definite antecedent, *ce qui*, *ce dont*, etc., belongs here. Predicate *who?* and *what?* present difficult problems, which are not adequately dealt with. The *quoi?* of paragraph 109 is hardly a relative pronoun.

The subjunctive is treated well in the last three lessons, and there is a good section on substitutes for the subjunctive.

The reviewer would not wish to leave this book without stating that the two authors have again given us a very usable book, beautifully printed and containing an abundance of live, natural English material that can be turned into correct French. He does believe, however, that pupils in the third or fourth year of French are entitled to statements of grammatical principles that cover the ground more fully and that require from them more power of analysis than do those given to beginners.

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STEWART, H. F., *The Secret of Pascal*. Cambridge University Press, 1941.

These three very competent essays of Stewart come, to use his own words, as a post-script to his previous volume. *The Holiness of Pascal*. The first, "Pascal in Debate," studies the technique of his dialectic through a careful examination of the *Provinciales*, *Réflexions sur l'esprit géométrique*, *L'Art de persuader*, and some letters, notably those to Père Noël and M. Le Pailleur. These two letters in themselves, asserts Stewart, "form a little manual of methodology." But particularly from the *Provinciales*, which represent its application, do we see emerge a method of argument, pellucid and inescapably sure, through its almost fanatic adherence to truth and logic. Stewart sees engendered in this "processus" not alone the great corrective of the prevailing casuistry of those days, and a shining example of honest debate, but as well, the corner stone of Pascal's style itself.

The second, an inquiry into Pascal as a moralist, reminds one again of the unassailable probity of this strange genius, which was to produce gradually an extreme ascetic, yet an ascetic tempered and influenced curiously by a very real appreciation of "l'honnête homme."

The last, "Pascal as Poet," attempts to analyze the magic of an incomparable stylist. This essay, perhaps the best, certainly the most engaging of the three, succeeds remarkably well in its difficult task. A brief review of contemporaneous opinion on the question of style affords the reader an illuminating perspective. The ensuing discussion includes a well-handled examination of the development of "La Disproportion de l'homme," showing the careful refining to which it was subjected to attain a final form, artistically and dramatically so right. Likewise, a comparison of similar passages from Arnauld, Descartes and Pascal points tellingly to the superiority of the latter—a superiority achieved only by a thorough mastery of the language, and a rare poetic instinct. Herein lies the secret of Pascal's tremendous appeal. He, beyond all others, wrought a marvelous instrument of human expression, persuasive and beautiful.

The notes, pertinent though they be, present a rather arbitrary arrangement. Quotations appear sometimes in French, sometimes in English, in the text, or at the end, with apparently no guiding principle.

The essays are not startling. Much of the same material has previously appeared, as for example, in the *Pascal* of Bishop, and in theses. But they offer, none the less, much of interest to the student of the 17th century, simply as the urbane and scholarly observations of a man of letters. And one recognizes in their author a comprehensive command of his field which only long familiarity and fondness can give.

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AMBROISE: *The Crusade of Richard Lion-heart*, translated from the old French by Merton Jerome Hubert, with notes and documentation by John L. La Monte. New York: Columbia University Press, 1941.

This translation of Ambroise's rhymed chronicle of the third crusade is no. 34 of the Records of Civilization published by Columbia University under the general editorship of Austin P. Evans. The translation follows the original in using eight-syllable rhymed couplets from beginning to end of over 12,000 verses. That makes a substantial volume of 478 pages admirably and correctly printed, and equipped with bibliography, index and—most important of all—learned foot-notes which lead into many interesting by-paths of mediaeval genealogy and near-East topography.

The amazing thing about this labor of love is that it was undertaken and in great measure concluded in ignorance of the task which Professor E. N. Stone had set himself and published in prose as the first of 'Three Old French Chronicles of the Crusades' (University of Washington, Seattle, 1939). Opinion may differ as to the relative merits of a prose or rhymed translation of a rhymed French original. The present reviewer, having himself struggled with many thousands of octosyllabic French couplets, feels that one can offer a more *exact* translation in prose, but that the swing and spirit of the original can be better rendered in verse. The latter judgment prevailed with Messrs. Hubert and La Monte, for they have persisted in their original plan *quand même*, despite the priority in prose established by Professor Stone two years before them.

The completion of such a task as this, under the circumstances, is a tribute to the devotion and enthusiasm of the two scholars responsible for the present volume. Having put their hands to the plow, they pushed on to the end of a long furrow. Many times it must have appeared hopeless to render the French phrase without wringing the neck of the English idiom. But the reader trots along comfortably with but few archaic 'meseems,' 'thuswise' and 'natheless' to jolt him, and with a gratifying lack of that curse of mediaeval French narrative

poetry—the *cheville*. Indeed, the ingenuity with which a rhyming possibility has been discovered, when all seemed hopeless, affords much entertainment; for whatever else happens to the accent of the couplets, the rhyme, as in the case of Odgen Nash, must be there: “the end crowns all.” As an example:

“Then armed themselves the Pisans, who
Were warriors of derring-do.”

The list of old French documents now available to English readers is thus being extended through the labor of competent scholars. To the few *chansons de geste* and the numerous romances of adventure already available, we now welcome this accession of a rhymed chronicle, furnishing us with the view-point of one in the ranks as he witnessed the futile broils and jealousies which prevented the success of the third crusade. There was then, as in more recent times, urgent need for coordination under a supreme command.

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HORNADAY, CLIFFORD LEE. *Nature in the German Novel of the Late Eighteenth Century 1770–1800*. Columbia University Germanic Studies, New Series, No. 10. New York: Columbia University Press, 1940.

This book makes excellent reading. It is enlivened by a wealth of concrete detail gathered from over eighty novels, now largely forgotten. Moreover, although the author limits himself to one idea within a single field of the literary territory of three decades, and with due caution avoids sweeping generalizations, his book does throw light over a wide range of eighteenth century thought.

We have A. O. Lovejoy's word for it that the use of the sacred word ‘nature,’ with its vast ambiguity, “to designate the norm of thought and practice for man” had “never before been so constant, or applied so insistently or in such diverse fields. Rare indeed was the eighteenth century author who could write five pages without invoking the sanction of ‘Nature’ for whatever opinion he happened to be advocating . . .” It is true that attitudes toward nature in this sense, with all its semi-philosophical and social implications, are best studied in popular literature, and so the author's choice of topic proves to be a happy one; for by the latter part of the century the novel had become a favorite vehicle for the dissemination of ideas.

Of the novels studied only a few are still known—Wieland's *Agathon*, Goethe's *Werther* and *Wilhelm Meister*, Miller's *Siegwart*, Jean Paul's *Titan* and *Hesperus*. Most of the others have so completely disappeared that it was difficult in some instances to find a single copy. Typical titles are: *Sophie von Waldov oder die leidende Tugend*; *Robinson der Jüngere*; *Arding-hello oder die glückseligen Inseln*; *Der Naturmensch oder Natur und Liebe*; *Sophiens Reise von Memel nach Sachsen*. Some are fictionized travel books, some crude imitations of foreign models, some fantastic baroque novels of adventure, some, such as those by A. J. Lafontaine, who wrote one hundred and fifty sentimental and sensational novels, are *Trivialromane* at their worst. These titles selected at random give an idea of the richness and range of the author's reading.

As for the nature attitudes discovered, the book falls into two parts, roughly. The first half deals with the aesthetic enjoyment of nature elements, the glories of sun and moon and stars, of panoramic vistas, of details in the landscape, of the changing seasons. The responses are emotional, on the whole, although minute observations of detail are occasionally recorded in passages of Heinse and Jean Paul. The approach may be through a window view, or through a lonely walk in the garden or the park, where the so-called English garden gradually replaces French formalism; or the device may be an excursion, often leading up to an *Aussichtspunkt*,

or perhaps a boating party. The trend is toward an increasing intimacy between man and nature.

The second half of the book, the more interesting one by far, contains three chapters on the social, philosophical, and religious implications which develop when man is presented not as a spectator, but as a part of nature. The first of these chapters, called "Idyllic Idealized Nature," presents characters in a glorified primitive nature setting of peace and plenty, of simple wants, of social equality, of virtue uncontaminated by civilization. They may be the 'noble savage'—the American Indian or some leader of a primitive race in history, such as Attila, the Hun—or peasants of Europe, or sentimental lovers. This motif of Roussellian primitivism occurs in unending variations in the novels studied. In contrast to this general concept Goethe's *Wilhelm Meister* represents the aristocratic society as a cultural nobility. Another dissenting view is that of Heinse, who sees the highest wisdom of nature not in peace and harmony, but in "the fact that everything in nature has its enemies; this stirs and develops life."

The next chapter, "Mystic Nature and the Sentimental Attitude," presents certain mysterious forces emanating from nature. She is Mother Nature—she enfolds us, holds us close, nurtures us, teaches us. To hear her still small voice we must be alone with her. She weeps with the sad, sympathizes with the wronged: "... owls howled in the lone branches the requiem of fallen innocence." Again, she evokes a feeling of awe (das Schaudern). One seeks to penetrate her mysteries, enter her temple of wisdom, decipher her code; the Faust legend is revived. Throughout, the response is emotional, from sentimental dreaming and gentle melancholy (Wehmut) to sweet or desperate longing (Schwermut, Weltschmerz). Tears are "expressions of the soul that feels its noblest impulses."

Mystic communion with nature leads to the question of "God in Nature" treated in the following chapter. The terms remain vague. The novelists attribute to nature what they conceive to be God's characteristics—purity, love, infinite wisdom, the power to perfect the soul. God dwells in all created things. The roots of such pantheism lie in Spinoza's popularized teachings, in the humanitarianism of the pietists, in the teleology of rationalistic deism. Goethe's nature concepts are distinguished from those of other novelists by their quiet dignity and assurance—nature does not speak, does not move to tears in his later novels.

The predominant impression left from the study is one of surprise that the eighteenth century popular mind was seemingly not disturbed by the incongruity of the rationalistic and the mystical-sentimental concepts of nature existing side by side. The value of this material lies in the fact that it shows the manner in which these elements are combined in the novel of that day, the link between the two attitudes being the unshakable conviction of nature's benevolence. The popular mind seems to have clung to it rather than to have yielded to the skepticism of the age.

Since the book is written in English and will no doubt appeal to a wide circle of readers one might wish to find in it a reference to the Johns Hopkins studies in primitivism, especially to Lois Whitney's book, *Primitivism and the Idea of Progress in English Popular Literature of the Eighteenth Century*, 1934, and to the various concepts of the term 'nature' as defined in the first volume of Lovejoy et. al., *A Documented History of Primitivism and Related Ideas*, Baltimore 1935. Even without such reference the results of this study should be of great interest to English eighteenth century scholars. The author helpfully translated his quotations from the novels into English.

As for the bibliography, which is full, a separation of the eighteenth century source material, novels and other works, from the later reference works consulted would seem more practical than the arrangement used.

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BAUER, FRANZ, *Das tickende Teufelsherz*. Edited with Notes, Exercises and Vocabulary by Charles and Luise Stubing. New York: F. S. Crofts and Company, 1941. Price, \$1.20.

Those teachers who prefer reading material of a cultural character should welcome this textbook. Against the colorful background of Nuremberg of the early sixteenth century the author projects an interesting tale of the invention of the pocket watch by Peter Henlein. The author, a member of a family which has lived in Nuremberg for many generations, has drunk deep of the history and lore of this old city and has woven into the background of his story descriptions of some of the festivals and customs of Nuremberg of an earlier day. The story opens with the description of the *Mummenschanz* and closes with the elaborate civic ceremony at which Henlein is appointed *Allmeister der Schlosserzunft*.

The nature of the material leads to a certain amount of sentimentalizing, and Bauer's treatment of the subject matter does not wholly escape this tendency. This factor, however, does not detract materially from the success of the story as a whole.

Nine pages of notes, referred to by superior numbers in the body of the text, serve to discuss the places, customs and men mentioned in the story. Ten pages at the end of the book are given over to exercises. For each of the ten chapters there are German questions based on the events of the chapter as well as exercises which offer drill on some fundamental points of grammar.

The vocabulary which contains approximately 2000 entries includes "for the benefit of the elementary student all but the most obvious forms." Such a principle of selection for items of a vocabulary is naturally open to objection, since both students and teachers would disagree as to which words are to be considered "most obvious." The vocabulary apparently is intended to serve as a place of reference for idiomatic constructions, but in this regard it falls short. There are far too many idiomatic uses of prepositions with verbs left unmentioned. Students can scarcely be expected to interpret such phrases as: *Spas daran haben, auf ein Stündlein nicht ankommen* and *ins Wort fallen*—to cite a few—without some help from the editors.

Some mention should have been made in the notes regarding the various forms of the subjunctive which appear on almost every page of the text; and the use of the genitive with verbs and adjectives might well have received some attention since these forms are far from common in the texts for the elementary course.

Only one misprint was noted: "nud" for *und*, page 65, line 11.

The text would serve nicely for reading material after the completion of a fairly thorough grammar course. In addition to the natural interest which would be fostered by the material of the story, the student would receive from it a good grounding in useful German idiom—a feature too often lacking in many of our intermediate reading texts.

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COENEN, FREDERIC E., *Auf höherer Warte. Deutsche Dichtungen der Neuzeit*. New York: Reynal and Hitchcock, 1941. Cloth. Price, \$1.50.

This is a collection of ten short stories, comprising 176 pages of text and 130 (large-type) pages of vocabulary. There is sufficient variety here to appeal to many divergent tastes: the poignancy of Stefan Zweig's "Die unsichtbare Sammlung"; the eroticism of Bruno Franck's "Die Unbekannte"; The pathos of Steguweit's "Die Mutter von Drüben"; the grim humor of Busse-Palma's "Verkettung"; the sympathetic penetration of Bonsel's "Brot und Wein"; the emotional intensity of Binding's "Die Perle"; the occultism of Scholz' "Der Auswanderer"; the bizarreness of Isolde Kurz' "Die Flaschenpost"; the mysticism of Wiechert's "Der silberne Wagen"; the humor and discernment of Thomas Mann's "Wie Jappe und Do Escobar sich prügelten."

The title of the collection strikes one as being an exaggeration. Most of the authors here represented have, upon occasion, stood "auf höherer Warte," but many of these stories, though they will doubtless capture the interest of students, are not representative of the best works of their authors. This is particularly true of the selections from Isolde Kurz and Thomas Mann. These tales might better have been called simply "Erzählungen," rather than by the more elevated term "Dichtungen." But all of the selections, with the possible exception of "Die Flaschenpost," are sufficiently meritorious to afford a welcome relief from the puerile and juvenile fiction that has lately been offered in German textbooks.

The introductions are of the conventional, biographical type, with little attempt to aid the student in the appreciation, analysis, or interpretation of the stories. The few brief characterizations that are given are not altogether satisfactory. Thus one wonders, for instance, what is meant by the statement that "Verkettung" gives evidence of the author's "interest in problems."

The vocabulary, the translations of idioms, and the explanatory notes, most of which are included in the word-list, are, on the whole, adequate. A few misprints and errors were noted and a list of them has been sent to the author for correction in later printings.

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HEIMERS, LILI, *Aids for the Spanish Teacher*, New York: G. E. Stechert and Company, 1941. Price, 50 cents.

Of particular interest to progressive high school and junior college teachers of Spanish is this pamphlet. No longer need a teacher say, "I'd like to create an active interest in my subject with realia, but where can I get it?" Dr. Heimers has placed in our hands a veritable wealth of material which, though incomplete, as the author readily acknowledges, certainly is enough to keep one busy for a long, long time.

Dr. Heimers has done a good job. She has analyzed a mass of material, sifted the chaff from the wheat, and has tabulated her results in a most usable way. Each piece of realia mentioned not only has the address where it can be obtained, but in most cases the price, as well as a brief running description or critical comment. Interspersed here and there one finds the author's suggestions as to the most effective use of this realia.

The information has been dealt with under the following heads: (1) general bibliographies for the Spanish teacher, (2) suggestions on the use of realia, (3) visual and teaching aids for all Spanish-speaking countries except Honduras, Uruguay, and Nicaragua but including Brazil, (4) Spanish periodicals printed in the United States, (5) Spanish periodicals printed outside the States, (6) magazine articles on Spanish student publications, (7) aids for the teaching of vocabulary—very few—, (8) aids for teaching grammar and conversation, (9) medals and prizes, (10) flags, coins, and exhibits, (11) field trips in large cities, (12) study and travel in South America and Mexico, (13) correspondence, (14) clubs, (15) cooking, (16) dramatics, (17) films, (18) radio broadcasts, (19) games, (20) music, (21) phonograph records, (22) holidays and festivals, (23) art and illustrated books.

Each country in the Pan-American Union (arranged in alphabetical order) has its own bibliography, thus making it possible for a teacher to locate the desired material with the least possible expenditure of time. The items usually include maps, charts, pictures, publications (many times free), and, where available, films. Only Venezuela, Paraguay, Panama, and Brazil seem to have scanty lists. In contrast one notes there are four and a half pages devoted to Mexico, perhaps the most important country right now for the Spanish teacher.

High schools with slender financial resources will be pleased to avail themselves of the free exhibits containing dolls, coins, flags, etc. mentioned in this pamphlet. Much interesting material can be obtained without cost by writing various consulates whose addresses are given

here. Cheap editions of songs, as low as 5-10 cents, are listed, and colored prints of Spanish paintings 3 by 4 inches can be obtained at a nominal cost.

Every teacher of beginning Spanish, college as well as high school, could profit from an intelligent use of Dr. Heimers' pamphlet. Too often instructors of college freshmen and sophomores are oblivious to the fact they are still dealing with adolescents who like to see and, yes, touch actual articles from the country they are studying. I am of the opinion that a little more appeal to the human interest side of a college freshman or sophomore would make not only for more enthusiastic Spanish classes but also for students who would willingly drink from our stream of knowledge without undue persuasion.

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WILKINS, LAWRENCE A., *Quinito en América*, New York: Henry Holt and Company, 1941. Price, \$1.72.

This attractive text designed for second year high school use is a companion volume to Wilkins' *Quinito en España*. It contains a very readable travel story about Quinito, a Spanish boy in his teens, and his family who come to this country, visit many places of Hispanic background such as Florida and California, and then journey on to Mexico and Argentina. The Spanish text follows the general pattern of any good travel story. Interest is created by the travellers describing the countryside, customs, people, manner of life, etc. in the Americas. Legends about the places visited are related. There is a smooth easy style which effectually disguises stress on the various grammatical points.

As we are told in the preface to *Quinito en España*, the purpose of both books is the same: to teach reading ability. The author, with little difficulty, builds a very strong case for this almost universally accepted aim in elementary foreign language teaching. An examination of the book shows that he has achieved his purpose quite ably.

As to vocabulary, both simplicity and completeness have been attained. Buchanan's list of the one thousand most frequently occurring words as the basis for the vocabulary of *Quinito en España*. Most of these plus some fifteen hundred new items appear in the vocabulary to *Quinito en América*. Nearly all are words of high frequency. Similarly the idiomatic expressions have been checked against Keniston's *Spanish Idiom List*. As a further aid to simplicity the vocabulary and idioms of each lesson have been grouped separately. Special attention is directed to any word appearing for the second time with a meaning different from that with which it first appeared.

The reading texts themselves were composed with the definite purpose in mind of teaching reading ability. They are, as the author calls them, "constructed" texts. In each he has used words of high frequency, repeated these words often, "fed into the hopper" new words at the rate of about twenty to twenty-five per lesson, and then used both old and new words over again as often as possible.

The construction of the sixty chapters has also been carried out with the end in view to furthering reading ability. Following the two pages of Spanish text and the vocabulary and idiom lists which each chapter contains is a section in English called *Nombres Propios*. This, of course, in no way aids directly in the reading of Spanish, but it does give the background, local color, related incidents, etc. of the Proper Names mentioned in the text. The student's knowledge of the subject is broadened painlessly, and as a result his interest is quickened in the material at hand. Consequently he reads the Spanish with greater zest. For example, in the chapter entitled *Tierra de Sol y Alegría* reference is made to Andalucía, San Agustín, Castillo de San Marco, and the English sea captains, Drake, Hawkins and Morgan. All these places and persons are thoroughly explained and described in the *Nombres Propios* section.

The *Ejercicios de Lectura* and the *Ejercicios de Gramática* make up the rest of each chapter. The former is usually composed of two sets of exercises. The first is a group of some fifteen true-false statements, completion statements, or questions based on the text, all in Spanish. These are excellent tests of comprehension in reading. They also should lend themselves readily to both oral and aural drill. The second is an exercise designed to fix and broaden the vocabulary or to provide practice in the use of the idioms contained in the text.

Finally, in the *Ejercicios de Gramática* grammar is stressed as an aid to reading mastery rather than as an end in itself. For instance, several examples of a particular point of grammar as it occurred in the text are listed. From this the rule is derived. Following this are several short exercises to test how well the student has profited from his study and observation.

Besides its principal aim of teaching reading ability the text has several other features which make it particularly welcome in second year high school teaching. Review lessons are frequent and thorough. At the end of every six lessons there is a *Lección de Repaso* containing vocabulary tests, sentences to be completed, various grammar exercises, etc. Thirty-two pages of excellent photographs serve to make Quinto's trip more real and attractive to the reader. As a reference source the Survey of Grammar covering pages 513 to 561 is to be commended.

All in all, Mr. Wilkins, from his experience as supervisor of foreign language teaching in the New York City schools, has produced a text which should be welcomed most cordially by the high school Spanish teacher.

JOSEPH WILLARD WHITTED

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HILLS, E. C., and FORD, J. D. M., *First Spanish Course*. New Edition prepared with the collaboration of Guillermo Rivera. Boston: D. C. Heath and Company, 1941. Cloth. Price, \$1.56.

The book consists of a preface, a table of contents, an introduction, fifty-five lessons including five review-lessons, a section on the verb (including a reference list of verbs taking a direct infinitive object, or requiring a preposition before a subordinate infinitive), vocabularies, and an index.

The rules for pronunciation are more detailed than those found in many textbooks for beginners. *E* is given the close sound before *n* or *s* in the same syllable (p. 3). The authors here agree with Navarro Tomás, but the Spanish phonetician's rules requiring open *e* and *o* before *j* or *g* are not shown. There is some indication of Spanish American usage, including the statement (p. 7) that *ll* is *ds* in Chile and *ds* and *ts* in the Argentine. The assertion that the utterance of *r* "resembles that of a carefully enunciated English *r*," while *rr* is "like a carefully uttered English *r*, but much prolonged" (p. 7), might well be made more descriptive. The rule on national adjectives used as nouns (p. 12), accompanied by the example *los franceses* (or *Franceses*) *hablan francés* seems less desirable in a beginners' book than the more restrictive rule on capitalization stated by the same authors (p. 6) in their *Brief Spanish Grammar for Colleges* (1938).

The lessons, enlivened with numerous drawings by Howard Willard, consist mostly of carefully stated rules with examples, and exercises of the traditional sort, including Spanish questions on the Spanish sentences throughout. The five review-lessons contain more varied exercises. A new feature, replacing the *Resúmenes gramaticales* and Illustrated Charts of the 1925 edition, is an interesting series of cultural readings appended to each regular lesson. The vocabulary for these readings is supplied largely by footnotes, but the extra words are included in the general vocabulary, which is reasonably limited. However, the treatment of irregular forms shown in the readings is occasionally inconvenient for the student; for example, when he meets *trajeron* on page 61, he has to recall the translation 'they brought' given in a footnote on page 57, the paradigm of *traer* being given on page 143. Such forms, puzzling to the neo-

phyte, should evidently be given in the general vocabulary. Similarly, it is pedagogically disadvantageous to have Changes in Spelling (preterit of *buscar*, etc.) deferred to page 151, and Idioms (*Tengo calor—Tengo diez años*) to page 194, while *pague* appears on page 122 without explanation of the spelling, and *Me gusta* has to be translated in a footnote on page 15.

Not the least admirable feature of this new Hills and Ford is its lucid and accurate exposition of grammar. The printing is remarkably correct.

The late J. Wickersham Crawford once declared, in an address on the teaching of Spanish, that all English-Spanish exercises in books for beginners are "an abomination." Still, they are convenient for the teacher, and are enjoyed by superior students. The English-Spanish sentences in this volume, numbering about 24 to the lesson, are simple and practical. The student who writes them well will have mastered the essential rules of Spanish grammar.

Carrying more grammatical information than the excellent shorter grammars which have appeared in recent years,¹ the book may be found preferable to them by many teachers who favor an unhurried approach to reading.

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VALLE-INCLÁN, RAMÓN DEL, *Sonata de Primavera*. Edited by Manuel Salas. New York: The Dryden Press, 1941. Price, \$1.15.

In 1940 Professor Salas gave proof of his delicate taste and editorial tact with the publication of his *Pequeña antología*, one of the pleasantest small and up to date anthologies of Spanish poetry extant. This edition of one of Valle-Inclán's masterpieces is also admirable. It was highly desirable that Valle-Inclán should be better represented in school texts, and the *Sonata de Primavera* is most appropriate. I am inclined to think that his *Sonatas* will live longer than his short stories (*Jardín umbrío* exists in a school text, and separate stories have appeared in collections), longer than his *esperpentos* and certainly longer than his dramas.

The vocabulary of this edition, containing some 2400 words, is well made. I should like to enlarge upon or slightly correct a few definitions. There are 26 questionnaires (pages 138-152), which may prove useful to some teachers. The notes, at the foot of the pages in the text are full, perhaps unnecessarily so, for there are 259 in all. They will help to make this *Sonata*, in matters of grammar and vocabulary at least, available for use by students at an early stage.

The Introduction (pages 9-31) seems to me particularly felicitous. It affords the requisite information about the life, personality and works of the picturesque Galician, and does so with grace and charm. Also with acumen. Obviously Professor Salas cannot within the conventional limits of a school present a full study of the great stylist, but his analysis seems to me accurate and suggestive, just the sort of essay that will inform students and attract them at the same time. Mr. Salas has really savoured the works of Valle-Inclán and he conveys his appreciation to his readers. The outline of elements in Valle-Inclán's earlier style, with quotations from the *Sonata de Primavera* (pages 21-27), is useful. To examples of the author's sensitiveness of eye and ear, a word might be added concerning his strong feeling for odors and, though perhaps less, for tactile sensations.

To the statement concerning Valle-Inclán's death "at Santiago in 1936, six months before the outbreak of the Spanish Civil War" (page 15), a slight correction should be made. Valle-Inclán died, I believe, on April 5, and the revolt of the Spanish troops in Morocco began on July 17.

¹ *First Spanish Course* contains viii+310 pages. Shorter grammars at hand include Foster's *Elements of Spanish* (Norton), vii+205 pages; House and Mapes's *Shorter Spanish Grammar* (Ginn), ix+275 pages; Leavitt and Stoudemire's *Elements of Spanish* (Holt), vii+161 pages; Seymour and Smithers's *Practical Spanish Grammar* (Longmans, Green and Company), xi+260 pages; Thompson and McKnight's *Introducing Spanish* (Reynal and Hitchcock), x+163 pages.

The list of Valle-Inclán's works (pages 28-30) is based on Zeitlin, Rosenbaum and Guerrero Ruiz. Only first editions are mentioned. It might be well to state, however, that *Corte de amor*, 1903 (it was republished as vol. XI of the so-called *opera omnia* in 1922) is really a republication of "aquellas novelas breves de mis albores literarios . . . en un libro de cuyo nombre no quiero acordarme," with an introduction by the author's "viejo maestro" M. Murguía, dated La Coruña, May 1894. I have not at hand either *Femeninas* or the 1903 edition of *Corte de amor* for purposes of comparison. *Corte de amor* contains only five stories, not six. It is well known that Valle-Inclán had decidedly individual methods of publication and republication, and the end of his bibliography is not yet.

The list of studies referring to Valle-Inclán (page 31, a scant ten titles) is perhaps sufficient for the beginner. I should like to see the addition of at least Salvador de Madariaga's *The Genius of Spain and Other Essays*, Oxford University Press, 1923, pages 128-147, certainly one of the most luminous appreciations of Valle-Inclán in existence. I have also found very useful the special number of *La Pluma*, January 1923, dedicated to Valle-Inclán.

Compliments are due to Mr. Stanley Burnshaw, of the Dryden Press, who designed the book. Valle-Inclán was always much concerned about the external appearance of his publications, even in cheap editions ("coste dieciséis reales de vellón," etc.). Despite his dislike for publishers in general, it is likely that he may now be smiling from some esthetic heaven with pleasure over the American dress of his *Sonata de Primavera*.

This edition is definitely three-or four star among recent publications of Spanish texts.

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THOMPSON, JOHN A., and MCKNIGHT, WILLIAM A., *Introducing Spanish*, New York: Reynal & Hitchcock, 1941. Price, \$1.25.

This is another brief Spanish Grammar, but, as the authors claim and an examination will show, it does not sacrifice thoroughness to attain brevity. In the few lines allowed the reviewer, we shall give the book's main defects and strong points:

The idea of giving words with similar meanings to illustrate similar sounds (e.g. *luna*, moon) although it brings in several rather rare words, has the advantage of adding interest and starting the vocabulary growing from the first. We are, personally, disappointed that the so-called Spanish American pronunciation was not taught with only a note to explain that Castilian pronunciation differs slightly.

We are quite intrigued with the experiments in innovations. The reducing the verbs to two conjugations, instead of the typical three is greatly to be commended, although it will militate against the sales during the first two or three years, until we get used to the idea.

I am sorry that several other minor innovations, often discussed, were not put into this text. For example why not give the most used and universally accepted *-ra* form of the imperfect subjunctive first place in verb study and drill over the *-se* form? Why not give the more used *aquel* demonstrative preference over *ese*? There are a few other places that innovations in rather minor details would have eliminated student misunderstanding and error. We say this knowing that we are not detracting greatly from the merits of the book. I feel that the authors have presented some of the classical stumbling blocks, e.g. use of the indefinite article, radical changing verbs, irregular preterites in the most efficient way possible. We have checked only two of the English to Spanish exercises and find them excellent, on the whole. It might be well to explain the omission of the indefinite article after a negative (page 40, no. 14) by some such device as inclosing the "a" in brackets. We are not sure that it is well to use articles of clothing (page 40-C) for drill on the possessives. But this, again, is a minor detail and one that can be easily remedied in the first revision, if the editors agree with us that it is a weakness. In checking the English-Spanish vocabulary it has occurred to us that there is a real need for a

vocabulary, similar to the Kenniston list, to give the most usual translation for a basic English vocabulary. For example many will prefer *a veces* to *algunas veces* or *unas veces* to translate sometimes to idiomatic Spanish.

All in all, we find this a very promising text for Beginning Spanish, especially in college and university classes. The reviewer promises his sympathetic cooperation for suggesting other minor changes in the second edition, an edition that will be needed soon if the sales are in proportion with the real merits of *Introducing Spanish*.

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Books Received

MISCELLANEOUS

- Brennecke, Ernest, Jr., and Clark, Donald Lemen, *Magazine Article Writing*. Revised edition. New York: The Macmillan Company, 1942. Price, \$3.25.
- Guinagh, Kevin, and Dorjahn, Alfred P., *Latin Literature in Translation*. New York, etc.: Longmans, Green and Company, 1942. Price, \$4.00 (text edition).
- Gullette, Cameron C., Keating, L. Clark, and Viens, Claude P., *Teaching a Modern Language*. New York: F. S. Crofts and Company, 1942. Price, \$1.00.
- Marckwardt, Albert H., *Introduction to the English Language*. Toronto, New York: Oxford University Press, 1942. Price, \$2.15.
- Southworth, James Granville, *Vauxhall Gardens. A Chapter in the Social History of England*. New York: Columbia University Press, 1941. Price, \$2.75.

FRENCH

- Fess, Gilbert Malcolm, *The American Revolution in Creative French Literature (1775-1937)*. Columbia, Mo.: University of Missouri, 1941.
- Rhodes, S. A. *The Contemporary French Theatre. Representative Plays Edited with a Survey*. New York: F. S. Crofts and Company, 1942. Price, \$3.50.
- Richardson, Henry Brush, *Outline of French Grammar with Vocabulary*. New York, London: D. Appleton-Century Company, 1942. Price, \$90.
- Spink, Josette Eugénie, and Millis, Violet, *French Storybook Grammar*. Boston, etc.: Ginn and Company, 1942. Price, \$1.76.

GERMAN

- Frank, John G., and Hammer, Carl, *Deutsch für Mediziner*. New York and London: Harper and Brothers, 1941. Price, \$1.20.

PORTUGUESE

- Williams, Edwin B., *An Introductory Portuguese Grammar*. New York: F. S. Crofts and Company, 1942. Price, \$1.90.

SPANISH

- Jarrett, Edith Moore, and McManus, Beryl, J. M., *El Camino Real. Understanding Our Spanish-Speaking Neighbors*. Boston: Houghton Mifflin Company, 1942. Price, \$1.88.
- Las Americas*, vol. III, no. 2 (February, 1942). New York: Las Americas Publishing Company.